

Inspection of A.C.E.S. After School Initiative Trinity Primary

Longford Road, New Park Village, Wolverhampton, West Midlands WV10 0UH

Inspection date:

8 January 2020

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Staff have high expectations for children and skilfully support them to follow the on-site school's values, which are consideration, cooperation, commitment, courtesy and self-control. Children thoroughly enjoy group games. For example, children initiate a chasing game in the playground. They stand in a circle and sing a rhyming song that eliminates a child each time they sing it. The child who is left will chase the other children after they have counted to 10, until he or she 'tags' someone who will then become the chaser. Children laugh and squeal with delight, as they move with agility and coordination, chasing each other. Children play another game where they are divided into two teams and have to throw balls while trying to avoid their opponents' shots. Activities like these are fun and constructive ways to help children to get to know each other and learn to work together. Children concentrate well as they make salt dough together with a member of staff. They take it in turns to mix the ingredients with their hands. Children mould their own piece of dough and flatten it with their hands and use their imaginations as they create their own flowers. They show sensitivity to other children's needs and feelings and form positive relationships with staff and other children.

What does the early years setting do well and what does it need to do better?

- The manager creates an environment that promotes children's play and enjoyment and encourages them to build on the skills they learn at school. For example, children develop their independence, communication skills, physical abilities, friendships and their respect for others.
- Staff encourage children to be independent and to help with small tasks. For example, at snack times, children confidently set out the plates, spread their chosen topping on their crackers and put their dirty plates in the sink bowl. Staff provide children with nutritious and well-balanced snacks.
- Staff build effective relationships with children by giving them verbal reassurance, smiles, praise and by playing alongside them as they try new activities. This helps children to form secure emotional attachments and promotes their sense of security and belonging within the club.
- The manager has attended equality and diversity training. Consequently, staff skilfully help children to learn about the similarities and differences in people. For example, children explore multicultural festivals across the year and play with a range of toys and resources that positively reflect diversity.
- Children experience exciting and regular hands-on learning at the on-site school's small woodland area. This provides them with exciting opportunities to explore with their senses and to take manageable risks in their play. For example, children build dens, climb over wooden pallets, play with the mud and use the home-made swing.

- Staff use a range of successful strategies that ensure children are enthusiastic, engaged and motivated in their play. For example, they continually talk to children and value their responses and use these to extend their conversations.
- The manager seeks the views of parents, children and staff. This, along with strong partnerships with the on-site school teachers, helps her to identify effective targets and drive ongoing improvements that benefit the children attending.
- Staff develop strong partnerships with parents. They gain information from parents about their child's interests and ensure the resources and activities reflect these. This helps children to settle in from the outset. Staff ensure that they have regular chats with parents about their child's time at the club and pass on information from the school each day.
- Children comment that they have fun at the club and feel safe there. They explain that they really enjoy playing the team games.
- The manager provides regular one-to-one meetings for all staff. Staff discuss any issues about their workload, the children they care for, training and their ongoing suitability to work with children.

Safeguarding

The arrangements for safeguarding are effective.

All staff have attended training on how to protect children from abuse or neglect. Additionally, the manager has attended further training on less familiar areas of abuse. As a result, staff have a good knowledge of the signs of abuse and a strong awareness of their responsibilities to protect children from harm. There are effective recruitment and induction procedures in place to ensure staff's suitability to work with children. Staff ensure all indoor and outdoor areas are checked before children arrive and throughout the day. This helps to ensure any hazards to children's safety and well-being are identified and minimised.

Setting details

Unique reference number	224870
Local authority	Wolverhampton
Inspection number	10066997
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	3 to 11
Total number of places	32
Number of children on roll	70
Name of registered person	A.C.E.S. ASC Committee
Registered person unique reference number	RP908155
Telephone number	07712165287
Date of previous inspection	28 April 2016

Information about this early years setting

A.C.E.S After School Initiative Trinity Primary registered in 1999 and operates within Trinity Church of England Primary Academy. It is one of five settings managed by a non-profit unincorporated voluntary association. The club employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 2. The club opens from Monday to Friday. Sessions are from 7.30am to 8.55am and from 3.15pm to 6pm, during term time only. The club offers holiday care from 8am to 6pm during some school holidays, when required.

Information about this inspection

Inspector
Linda Yates

Inspection activities

- The inspector and the manager completed a learning walk across all the areas used by the club, to understand how children's play and enjoyment is promoted.
- A joint observation of an activity was carried out by the inspector and the manager.
- The inspector held discussions with staff and evaluated how well they help children to build on their skills.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the club.
- The inspector took account of the views of parents and children spoken to on the day.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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