

# The Alpha Club

## Breakfast/Afterschool/Holiday Club

Inspection report for early years provision

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**Unique reference number** EY414799  
**Inspection date** 03/02/2011  
**Inspector** Justine George

**Setting address** Gordon Primary School, Craigton Road, LONDON, SE9 1QG

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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

The Alpha Club at the Gordon School was registered in 2010 and operates from one of the hut style rooms located in the playground of Gordon Primary School in Eltham. The indoor play space comprises a large open play room with a newly equipped kitchen to one end. Outside there are two enclosed outdoor play areas which will routinely be used by children, there are also two toilet blocks in the outside area. Children will be able to use the whole of the school playground when fully supervised. The club is accessed by ramps.

The club is registered on the Early Years Register and both parts of the Childcare Register and may care for a maximum of 32 children aged from three to under eight years, only 16 of these children may be in the early years age group. At present, there are 40 children on roll, who attend different sessions, six of these are in the early years age group. At present, the busiest session cares for a maximum of 14 children, there are two staff members who work directly with children. Both hold appropriate childcare qualifications. The setting supports children with special educational/ additional needs and children with English as an additional language.

The club operates Monday to Friday, 07:30am - 09:00am for Breakfast Club and 3:30pm - 6:30pm for Afterschool Club during term time. During school holidays the setting operates from 08:15am until 6:15pm, Monday to Friday.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children relate to staff positively and are eager to enter the setting. They explore the good range of toys and activities and make good use of the outdoor play area. Staff value children's contributions as their views are sought through planning and evaluation. Staff are also eager to drive and maintain improvement using self-evaluation to reflect on the setting's strengths and areas for improvement. Most of the required documentation is in place; however, some staff records are not easily accessible or available for inspection. Furthermore, the daily attendance record is not maintained accurately with children's and staff's hours of attendance. Both are a breach of welfare requirements.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure records are easily accessible and available for inspection (Documentation) 04/03/2011
- ensure the following information is available for 04/03/2011

inspection, the name, home address and telephone number of the provider and any other person employed on the premises (Documentation)

- consistently maintain a daily record of the names of the children looked after on the premises and their hours of attendance (Documentation)

04/03/2011

To further improve the early years provision the registered person should:

- review hand washing procedures to minimise the spread of infection and to promote the good health of the children
- provide a cosy place where children can rest quietly or relax if they need to.

## **The effectiveness of leadership and management of the early years provision**

Children's safety is suitably fostered. Staff have had the required checks carried out to ensure their suitability in working with children. However, evidence of such checks and the required documentation for the provider and all those employed on the premises are not available or easily accessible, which is a breach of regulations. Children are supervised at all times and the setting is secure. In the event of children not turning up, or an unfamiliar adult arriving, contact is made with the school or parents to ensure the whereabouts of children. Staff are aware of the procedures for monitoring the arrival and departure of children. Although, the daily record of attendance does not consistently record children's and staff actual hours of attendance. As a result, children's safety and welfare is compromised as is uncertain if ratios are adhered to. The setting is safe as risk assessments are carried out to identify and minimise hazards. In the event of an accident, children are suitably cared for as at least one staff member has kept their first aid training up-to-date. Staff have sound knowledge of child protection safeguarding issues and procedures. The written policy and displayed flow charts provide a good reference tool, ensuring correct procedures are followed. As a result, vulnerable children are suitably protected.

The setting has developed positive partnership work with school staff and parents/carers. Information is passed on from school to setting to ensure continuity and consistency of care. For example, if children have had a challenging day or have done something special in school, this information is shared to ensure children's wellbeing. Staff communicate with parents on a daily basis. Information is displayed and policies and procedures are available on request. Children are cared for in line with parents' wishes as information about each child is obtained. For example, the dietary requirements, additional needs and medical requirements which are recorded and shared amongst staff. As a result, the needs of children are fostered, promoting inclusion.

The setting is keen to drive improvement and all service users have the opportunity to contribute. There is a comments book for parents, and recent feedback has had a positive outcome for children. Due to the demands of the

school day and limited daylight in winter months, tea-time has moved to a later time in the session. Therefore, children have the opportunity to go outside for fresh air and to burn off excess energy if required, thus contributing towards their physical wellbeing. Staff are keen to improve their expertise of childcare issues and practices and attend different training courses to update their knowledge, for example attending self-evaluation training, supporting them in becoming reflective practitioners.

## **The quality and standards of the early years provision and outcomes for children**

Children enjoy the range of activities and experiences in the setting. They participate in creative activities where they make masks and construct a rabbit using various materials, in celebration of Chinese New Year. Children enjoy cooking activities, play games of chess, and role play provision of a home area is well used. As a result, children show curiosity and are eager to participate. The setting works well to develop children's awareness of the diverse society in which we live. Children celebrate many events including Australia day and eat food from different countries. Children have equal access to the activities minimising gender stereotyping, and resources depict positive images of culture and diversity. Children contribute towards the running of the setting, choosing what they would like to play with. As a result, children's self-esteem and confidence is promoted.

As children are stimulated, they are well behaved and make a positive contribution. They set the rules and identify ways to promote respect and fairness. When using games consoles, time limits are set and children manage this independently, showing maturity. Children show a sense of belonging in the setting as good relationships have developed with both staff and between children. Children feel safe as staff are friendly and approachable and they engage well with children, playing games and holding conversation.

Through observation, staff suitably reflect on the needs of children in the early years age group to ensure their interests are suitably met. However, on occasions, very young children are quiet and are not actively engaged. This is because staff do not fully observe the participation of young children. As a result, staff have not identified the need for a cosy area for children to rest or relax quietly, if they want to.

Overall, children's health is well promoted. The premises are clean and hygienic and children make good use of the outdoor area and equipment to promote active lifestyles. There are suitable procedures are in place to eliminate the spread of infection. For example, use of soap, availability of tissues which children dispose of hygienically. However, hand washing procedures before meal times are not hygienic as children all use a communal bowl, thus there is a risk of cross infection. Children enjoy freshly prepared meals, tucking into spaghetti bolognese topped with cheese. They are also well hydrated as drinking water is available at all times.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met