

Alpha Out of School/Holiday Club

Inspection report for early years provision

Unique reference number EY298937
Inspection date 21/11/2011
Inspector Lind du Preez

Setting address Wyborne Primary School, Footscray Road, London, SE9
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Type of setting Childcare - Non-Domestic

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 Out Of School Club has been registered since 2005. It is one of five clubs operated by The Alpha Group from local schools providing before and after school and holiday care.

The club operates from the Wyborne Primary School in Eltham, South East London. It is open from 7:30am till 9am every school morning and 3pm till 6.30pm after each school day. It also operates most school holidays from 8:15am until 6:15pm.

The club is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register for a total of 40 children from four to eight years, although some older children also attend the club. At present, there are a total of 30 children on roll, five of whom are in the early years age range.

There are four members of staff who work with the children on a full time basis. Of these, two are qualified to Level 3 and one is qualified to Level 2. The club receives support from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have their individual needs met very well by a committed staff team who promote their welfare effectively overall. Staff offer children a wide range of activities that supports consistent progress in children's learning and development. The management and staff team work together to evaluate the provision and show a strong capacity to maintain improvement. Staff have established good working relationships with parents who are kept well informed of their children's daily routines. Staff liaise very well with the primary school to enhance continuity in care.

What steps need to be taken to improve provision further?

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

- provide further opportunities for children to develop their awareness of healthy practices by encouraging children to understand the importance of washing their hands before participating in all food preparation.

The effectiveness of leadership and management of the early years provision

A robust safeguarding policy is in place. Staff have good knowledge of the safeguarding procedure and attend regular training. Management implement

effective recruitment procedures that assess staff's suitability to care for children. Children are cared for in a safe, secure and well-maintained environment as staff complete detailed, regular risk assessments for inside and outside and minimise risks to children.

The staff team are motivated and keen to further improve the club, for example they continuously consult with children about what they would like to experience at the club. Their reflective and enthusiastic approach has enabled them to consider ways in which to encourage children's imaginative play. Consequently, they have developed many creative role play activities such as a travel agents and improved the range of dressing up clothes. The club receives support from advisors from the local authority and they seek opportunities for training. This supports the continuous development of the club very well.

Children are able to access a good variety of resources, which promote all areas of development. All toys and resources are in good condition and are suitable for the children present. The manager ensures that staff are well deployed meaning that children are well supervised and staff are able to offer a good balance of adult-led and child-initiated play. Staff have a good knowledge of children's background information to enable them to meet their individual needs very well. Positive images and resources around the club are used well to help develop children's awareness of various cultures. They learn about celebrations such as Black History Month, Diwali and Chinese New Year.

Parents and staff work well together and share information about children's individual experiences and needs. Discussions with parents demonstrate they are happy with the club and especially the staff. Staff respond positively to the feedback given by parents and welcome their ideas. The staff work consistently well in partnership with class teachers through discussions and sharing relevant information. This promotes positive channels of communication. Staff are fully aware of activities and events throughout the school as they use teachers planning as a starting point for their own activities. This enhances continuity in care and learning very well.

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

Children confidently leave their classroom to attend the club and arrive enthusiastically to participate in the activities. The key worker system helps children form strong attachments with staff. Children have a positive attitude towards learning and participation as they join in games and make friends with children of all ages. Staff encourage children to participate in regular group discussions. This enables them to discuss issues and to share personal experiences and reflect on the experiences of others.

All children are busy and involved in their own choice of activities. Their development is very well supported as key persons link up with teachers to

exchange information. The learning environment helps children to progress in the Early Years Foundation Stage as they have many opportunities to explore and learn through play. Children enjoy learning skills for the future, they develop independence through dressing and undressing in the role-play area, they enjoy cooking activities and food preparation.

Children are able to express themselves creatively as staff ensure that suitable resources are available to them, such as a wide range of collage materials. Staff place a great deal of value on what children have to say and demonstrate this by adapting planning to focus on children's interests. For example, after children discuss a seaside holiday staff supply resources for children to draw pictures, make three dimensional paper sandcastles and create seashell collages. Children are able to use toys and equipment that enable them to develop valuable skills for their future. For example, they have supervised access to computers. They are able to participate in games to foster their numeracy and literacy skills. Children are developing some understanding of healthy life styles. They have the opportunity to take part in outside play and physical activities. Children are familiar with suitable hygiene routines. They are reminded to wash their hands after toileting and prior to eating. However, staff do not implement this consistently, which increases the risk of cross infection.

Children behave well, they are polite towards each other and staff. Children know they need to wait until after register before they can go and play. They also know that they must be accompanied when playing outside. They are familiar with the routine of the club and feel safe, as the premises are secure and visitors ring a buzzer to gain entry. Staff encourage children through praise and recognition of their efforts and children respond with an enthusiastic approach in their attitude. As a result, children develop self-confidence and feel valued.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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	2

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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