

# The Alpha Club @ De Lucy

De Lucy Primary School, Cookhill Road, LONDON, SE2 9PD

## Inspection date

Previous inspection date

30/09/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

4

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

## The quality and standards of the early years provision

### This provision is inadequate

- The provider does not ensure staff attend training on child protection to enable them to identify, understand and respond appropriately to signs of possible abuse and neglect. Consequently, children are put at risk.
- The provider does not ensure all staff involved in preparing and handling food receive training in food hygiene. As a result, children's health is not promoted appropriately.
- The provider does not ensure the manager/leader has the necessary skills to advise other staff on behaviour issues; and does not ensure staff implement the behaviour management policy effectively. Consequently, children receive inconsistent messages about their behaviour.
- The provider does not ensure there is an appropriate deputy in place, or that all new staff have an induction to help them understand their roles and responsibilities to meet children's individual needs.
- The provider has not ensured that there are sufficient qualified members of staff working with the children at all times and that children are supervised appropriately to ensure their safety and well-being.

### It has the following strengths

- Children are happy, form positive relationships and enjoy being in a familiar environment. Staff are warm and friendly and help all children feel included and valued.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children during their activities in the hall.
- The inspector held meetings with the lead person of the provision.
- The inspector looked at children's assessment records, evidence of suitability of practitioners working within the club and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day and information and feedback from parent questionnaires.

## Inspector

Marvet Gayle

## **Full Report**

### **Information about the setting**

The Alpha Club @ De Lucy registered in 2013 and is one of several settings run by a private company. It operates from the main school hall and various classrooms situated off this. They have access to a playground. The Alpha Club is open 7.30am to 9am for the breakfast club and again 3.30pm to 6.30pm for the after school club. The Alpha Club is open term time only. It is registered in the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The manager/leader holds a level 3 qualification and there are two other members of staff unqualified. The provider/owner occasionally works in the setting and she holds a relevant qualification. There are currently four children in the early years age range on roll.

### **What the setting needs to do to improve further**

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure staff attend training on child protection to enable them to identify, understand and respond appropriately to signs of possible abuse and neglect
- ensure all new staff have an induction to help them understand their roles and responsibilities
- ensure a thorough self-evaluation process takes into account the views of staff, children and their parents and is the result of careful monitoring and self-challenge
- ensure all staff involved in preparing and handling food receive training in food hygiene
- ensure there is a named practitioner who is responsible for behaviour management in the setting, with appropriate knowledge of managing children's behaviour, who has the necessary skills to advise other staff on behaviour issues and implement the behaviour management policy.
- ensure all members of staff understand and implement the behaviour management policy and procedure
- ensure that children are adequately supervised and staffing arrangements and deployment meet the needs of all children and ensure their safety
- ensure that at least half of all staff, apart from the manager/leader, hold at least a full and relevant level 2 qualification; and ensure there is a named deputy who is capable and qualified to take charge in any period of the managers' absence.

**Inspection judgements**

**How well the early years provision meets the needs of the range of children who attend**

A clear routine and effective planning offers children an enjoyable and varied learning experience. They benefit from freely chosen activities which complement their school day. Staff know the children and plan for their needs, likes and interests, and therefore all children are able to enjoy their time at the club. For example, girls and boys and the younger and older children play well together and are included and supported well.

Children are not actively involved in making the acceptable rules of behaviour. Therefore,

on occasions, children get a bit unsettled and need reminding of what behaviour is acceptable. In addition, the inconsistencies in managing children's behaviour impact on children's understanding of the consequences of their actions and the expectations of staff. Furthermore, the weaknesses in safeguarding children mean staff are unable to meet children's individual needs adequately.

Children become active and independent learners as they busily move around their environment, deciding what to do. Tea time is used well to offer children the time to relax, sit and chat with each other about their day and their interests. The older children increase their independence as they often help the younger children find their way round.

Children's communication and language is supported through purposeful play and interactions. Children spontaneously interact with adults, who engage them in conversation during their play. However, staff do not always ask skilful questions to help the children think creatively for themselves. Staff show a genuine interest in what the children say, and therefore develop a mutual respect for each other. Children show a keen interest in writing, colouring and drawing as they make their creations. Staff provide playful opportunities for children to problem solve, count, sort, match and make patterns through a varied range of construction toys and games. For example, children enjoy painting patterns on a pre-cut out shape.

Children have opportunities to use equipment, such as bats and balls to further develop their physical skills. Parents and carers complete 'all about me' forms to help staff gain an understanding of their child's needs, personalities, likes and dislikes. Staff make time at the end of each session so they are available to update parents and carers about what their children have been doing and to pass any messages on from school.

### **The contribution of the early years provision to the well-being of children**

Staff take some positive steps to promote children's well-being. However, the provider is not ensuring the safeguarding and welfare requirements are met to assure children's well-being. Children behave reasonably; however, staff do not have any training to help them implement the behaviour management of the children. In addition, staff do not understand or implement the behaviour management policy and procedure to help ensure they manage children's behaviour consistently. As a result, children are unclear of how to behave appropriately and the space can be a bit disruptive.

Staff are warm and friendly and help all children feel included and valued. Children are happy and most form positive relationships. For example, staff ensures older children help the younger ones to develop their confidence. Staff focuses on supporting all children, in particular, the younger children who may need additional reassurance as they are settling in.

Staff help the children understand the importance of staying safe. For example, staff tell the children to walk on the floor with shoes, as the floor is slippery and they could fall. Regular risk assessments conducted by the staff team help to ensure the environment is

safe and children are able to move safely and freely.

Children receive a hot cooked meal provided by staff. However, staff do not have the appropriate training to allow them to provide meals for the children. As a result, children's health is not promoted effectively. Low sugar cereals, toast or porridge at breakfast with milk or water are provided. First aid, medication and accident reporting and recording requirements are met to help secure the children's safety and well-being.

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

The day-to-day management of the club is not effective. As a result there are a number of requirements of the Statutory Framework for the Early Years Foundation Stage not met.

There is no supervision in place for staff, or an induction process for new staff to learn and understand their role and responsibilities. Staff work well together but are not clear about their roles, although they provide a broad range of experiences to capture the children's interests. Staff are suitably vetted; however, there are insufficient qualified staff working with children. In addition, there is no named deputy in place who is capable and suitably qualified for their role in any of the manager/leaders' absences. Furthermore, the staffing arrangements do not ensure there is effective supervision for children at all times to help keep them safe.

All the required policies, procedures and records are in place to help secure children's safety and welfare. However, there is no member of staff trained in food hygiene. This means the systems to prepare and handle food are not effective. In addition, staff are not trained in safeguarding and as a result, do not fully understand who to go to if they are worried a child is at risk. Furthermore, staff do not understand or implement the club's written policies and procedures, in order to help ensure the safeguarding and welfare of the children. Consequently, children are put at risk.

The manager/leader of the club is actively involved with the care of the children. Therefore, she has a clear understanding of the service offered and the programme of activities provided. However, she has no knowledge of how to further improve the club. Self-evaluation has not been developed, and the views of parents, carers, staff and children are not gathered to make changes to the service provided. In addition, the weaknesses in behaviour management demonstrate inconsistent practice and do not support children's growing understanding of acceptable behaviour.

Parents receive detailed information about the club and its policies, and are kept up to date about their children's time at the club. Parents and carers spoken to on the day of the inspection are complimentary about the service offered and that their child likes attending. The effective partnership working with the school results in positive support for all the children.

## The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work, in addition to the manager/leader (compulsory part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm, particularly in relation to staff understanding of safeguarding issues (compulsory part of the Childcare Register)
- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm, particularly in relation to staff understanding of safeguarding issues (voluntary part of the Childcare Register)
- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register)

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY461427
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	910280
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	16
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Alpha Nurseries and Childcare Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02036171662

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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