

The Alpha Club @ De Lucy

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

Inspection date	15/10/2014
Previous inspection date	30/09/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy, settled, and cared for by nurturing staff.
- Staff promote the children's learning well. They take into account children's individual needs to promote their learning.
- Children are keen and eager to share their views with others and staff promote this well, building on the children's confidence levels to speak out in small groups.
- The management team monitors the after-school club effectively and encourages the staff team's professional development, which benefits the children.

It is not yet outstanding because

- Staff miss opportunities to support children with their counting during group activities.
- Information technology resources do not fully support younger children's learning.

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's play and staff interaction inside the setting.
- The inspector talked with the staff and held discussions with the provider.
- The inspector reviewed documents including samples of children's records, staff suitability, questionnaires, and plans.
- The inspector invited the provider to carry out a joint observation. .

Inspector

Rebecca Hurst

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 8.45am for the breakfast club and again 3.15pm 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 one other member of staff also holds a level 3 qualification. One other member of staff is unqualified, but working towards a qualification. The provider/owner occasionally works in the setting and she holds a relevant qualification. There are currently two children in the early years age range on roll.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- support younger children's understanding of technology by increasing the resources that are available for them on an everyday basis

Inspection judgements

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

Planning meets the children's individual needs. Staff plan a different area of learning each week to enable the children to have a broad range of activities to enhance their learning and development. Planning is carried out in this way due to the short space of time the children are at the setting each day. Staff know the children well and what areas they are currently working on, which helps them make good progress in their development.

Staff work well to promote children's communication such as listening and understanding, through effective questioning techniques. This also allows children to develop their thinking skills well. During creative activities staff work with the children to spell their names. Staff encourage the children to write their names on their pieces of work and to explain what they have drawn. Children responded well, and younger children are able to attempt their names and older children write their names well. This supports children's early literacy skills well. Staff build the children's self-esteem through the very good use of praising when they have done well.

Staff find out from the parents and the children what they have been doing at home and school. They then use this to shape activities to promote their learning and development. Staff also speak with the teachers to supplement what the children have been taught during the day with the activities in the setting. This further promotes the children's

learning and development. For example, they are supporting the younger children to learn their colours and phonics. However, during group activities staff do not fully support younger children's mathematical development. Staff ask children to count the numbers of children present, but do not always help to correct them. As a result, children do not consistently learn about number sequencing from staff.

Children enjoy learning about different cultures and festivals. They sit in groups and discuss what they have learnt at school and the topics. Staff look at cultural days with the children so they can learn about others festivals and traditions. All children enjoy sharing their news and all children respect each other by listening and asking questions. Although the staff support the children's learning and development across the areas of development currently younger children have limited access to resources to promote their understanding of technology. Currently, younger children do not fully understand how to use the games available to them and therefore tend not to use them.

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

Staff work with the children to help them to settle into the setting. All children play well together. Older children support the younger ones very well. They all sit and listen to each other's views when deciding what activities they would like to play with. Older children support the younger ones during physical activities and other activities. They help to explain, with the aid of the staff, the rules of the games. This allows the children to build their self-esteem and their confidence. Resources are of good quality. Children take part in regular physical activities outside in good weather or in the large spacious hall. Children work very well together in setting up activities to use outside. The talk with the staff about what they would like out and then set it up. This promotes the children's independence skills and makes sure they are interested in the activities on offer. The children are reminded of the importance of moving around the setting safely. Staff talk to them about keeping safe and using their indoor feet. Older children help to remind the younger ones during indoor games how they keep safe. This promotes well children's safety. Children also participate in regular fire drills to teach them what to do in an event of an emergency.

Staff are consistent in their approach to behaviour management. They work with the children to find out what is wrong and take time to explain to them about sharing and working with others. Children sit and discuss with staff rules for the setting. They work together to set these and children can easily explain what these are. As a result, children learn to manage their own behaviour. They remind each other what they need to do. Given the children's ages and stages of development they behave well.

Staff teach children well about hygiene procedures. They wash their hands before any snacks and are fully aware of the reasons why they need to. Children work with the staff to have healthy snacks. Children share their views on what they would like to have and staff work these to make them healthy for them. Children enhance their independence skills through serving themselves and making their own well informed food choices at snack time. Younger child also help the staff to prepare the snack. At the time of the

inspection, they prepared tomatoes and cucumber as well as cheese to have in their pitta breads. This promotes well their physical development. Staff sit with the children and talk to them about healthy eating and the affects food has on them.

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

Staff have a clear understanding of child protection and how to safeguard the children when in their care. Clear policies and procedures are in place and staff share these with the parents through the settings prospectus. This allows parents to see the setting's legal obligations in keeping the children safe from harm. Good recruitment procedures are in place to make sure staff are suitable to work with children. The provider also carries out ongoing suitability checks every six months. This makes sure staff are suitable to work with children. Detailed risk assessments now take place as well daily safety checks to make sure the areas the children use are safe for them to play in. The provider has a clear understanding of meeting the safeguarding and welfare requirements.

The manager and the provider evaluate the provision well. They clearly highlight the staff's strengths and the areas to improve in the setting. The manager seeks the views of the parents and children through general discussion and through formal questionnaires. They use the information to improve the services that they provide and the activities that are on offer. Every week staff sit with the children and gather their views on different topics. Staff then use this to inform the structure of the sessions and what children learn about. Recent discussions have been around behaviour management and future topics such as a cultural day. This system value staffs, parents and children's views and enables them to make continual improvements.

The manager and the provider monitor the education programme well. They make sure that the planning meets the individual needs of the children that are attending. The manager understands her role in meeting the learning and development requirements. She makes sure that activities are adapted to meet all the children's developmental needs. The setting works well with the parents. They provide regular information on how the children are and share regular newsletters. This allows the parents to see what is happening in the setting. The staff speak daily to the teachers of the school to find out how the children have been and what they can do at the setting to support the children. Staff use this information to inform their own planning to complement what the children are learning in the school. This provides good continuity of care for the children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

Unique reference number	EY461427
Local authority	Greenwich
Inspection number	991813
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	32
Number of children on roll	20
Name of provider	Alpha Chains Ltd
Date of previous inspection	30/09/2013
Telephone number	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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