

# Alphabet Buddies Club

Inspection report for early years provision

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**Unique reference number** EY389995  
**Inspection date** 13/07/2009  
**Inspector** Georgina Walker

**Setting address** North Worksop Children's Centre, Raymoth Lane, Worksop,  
Nottinghamshire, S81 7LU

**Telephone number** 01909488220

**Email**

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

## 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.

## Description of the setting

Alphabet Buddies Club was registered in 2009. It operates from the crèche room in the purpose built North Worksop Children's Centre, Gateford, Nottinghamshire. There are no steps into the premises. There is an outdoor play area which is fully enclosed and secure. The setting is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register to care for 20 children from three to eight years and there are currently 15 children, two in the early years age range, on roll. There were no children in the Early Years Foundation Stage (EYFS) age range present on the day of inspection. The setting does seek information in partnership with other EYFS settings the children attend.

The setting operates a before and after school club Monday to Friday, term time only between the hours of 08.00 until 09.00 and 15.00 until 18.00. The setting employs three full-time staff who work with the children. Two of the staff hold appropriate early years qualifications and the third is undergoing play work qualification training. The club is owned by Alphabet House Day Nurseries (Worksop) Ltd, who also operate a day nursery in Worksop. Day-to-day responsibility of the club is delegated to the manager and staff. The setting receives support from a member of staff from the company and the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children engage in a stimulating range of experiences in a well-organised, safe and welcoming environment. Staff plan creatively to develop worthwhile opportunities across all areas of learning, however, this does not always challenge all children. The children are very happy and enjoy themselves as they play and learn with the support of the enthusiastic staff who effectively promote inclusion and awareness of the wider world. Self-evaluation of how the welfare requirements are met is ongoing, with targets for improvement, including updating policies and procedures to reflect staff changes and some practices and documentation requires minor adjustments to ensure the consistent well-being and safeguarding of all children. Relationships between staff, parents and carers and other settings are being developed to ensure relevant detail is sought and used to assist in promoting the welfare of the children.

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

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

- ensure all documentation required for the safe and efficient management of the setting contains all detail to assist in safeguarding the children and fully meets the welfare requirements.

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

- provide evidence that public liability insurance is carried for the provision and display the certificate during hours of operation (Suitable premises, environment and equipment) (also applies to the compulsory and voluntary parts of the Childcare Register).

28/07/2009

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

The setting was opened after the Easter school holidays and the staff team have created a warm and welcoming atmosphere where the children are eager to engage in a stimulating range of activities and are often reluctant to go home after the sessions. Comprehensive and purposeful induction for staff ensures they are aware of the legal framework and they undergo appraisals via the company, where two of the staff also work in the day nursery. Evidence of attendance at a range of courses, including first aid, food hygiene and safeguarding training, confirms staff suitability and commitment to promote children's welfare. Self-evaluation is being undertaken by the three staff adding notes in a book for each aspect of the welfare requirements, parents have been sent a questionnaire and children have completed a worthwhile document about their feelings towards the club, with interesting comments and suggestions for a range of activities and menus. This has led to positive plans for the autumn term.

Relevant documentation is generally maintained and available for inspection, however the insurance cover is kept at the local nursery and the parental prospectus and policy files do not all relate to the current staff group or the club itself, as they are based on the company policies and procedures, and therefore give mixed messages to parents. Some procedures and documentation do not contain sufficient details, for example, detail is inconsistent in the accident or incident records of injuries occurring at home or school to assist in promoting children's well-being and only very basic information is sought about each child to meet the welfare requirements and each child's individual needs. Risk assessments are precise with checklists completed prior to each session and include the school pick up and collection service and visits to the local park. Safety and safeguarding children, in relation to child protection procedures, is given high priority by the staff.

Notice boards give parents information regarding the routines and play plans. They are aware who is the key person for their child. Parents and carers provide information about their child's interests to assist staff in progressing development. Liaison with other providers delivering the EYFS has been instigated and one head teacher has responded. Staff record what all the children have been engaged in during the day and make notes of relevant progression and include photographs of the extensive range of activities. The environment is decorated with a wide variety of children's craft work, such as 'we're all going on a summer holiday'. Interesting resources have been purchased to stimulate and develop play activities which include a laptop and camera, and children choose activities for the weekly

sessions. Excellent hygiene practices to prevent the risk of infection are promoted. Inclusion of children with a range of individual needs are considered and one member of staff has considerable expertise to ensure each child integrates at their own unique pace. Healthy eating is promoted with the weekly menus being prepared by the cook at the local nursery. Breakfast consists of cereals and toast and the children enjoy a selection of foods such as toast with beans, crackers, fruit and yoghurt in the after school sessions. Initial information about the club is provided via the Children's Centre or the two local schools the club serves.

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

The extent to which there is planned, purposeful play and exploration, with a balance of adult-led and child-led activities, is worthwhile. However, some children show little interest in some aspects and require challenging to ensure they engage in all areas of learning and there are no gaps in the comprehensive progress and development records meticulously maintained by the key person. Themes such as 'holidays' are planned to compliment the Children's Centre crèche theme and displays in the shared playroom. This has led to enthusiastic interest from the children involved in the displays and discussion when they paint or do collage work in both the morning and after school sessions. Celebrations and festivals are carefully planned to enhance children's awareness. All children's involvement in activities is evaluated and next steps are planned for each child to develop an activity or skill.

Children develop a positive awareness of themselves and their needs through the good role models of staff, who consistently use praise and encouragement. The children are aware of how to behave and share. Children make decisions about what to eat and drink at mealtimes or if they would like to go outside to play or use the computer or draw. Children write and mark make with good skills and staff ensure children make progress, especially in communicating and try to encourage reading in the cosy book area. Children are confident and eager to share their knowledge or ask questions to extend it. They are supported to develop problem solving and numeracy skills and use words spontaneously when discussing the size and shape of cardboard items prepared to enhance their skills. Children use tools and build constructions with competent skill and dexterity. They play games on the computer and they have sound knowledge of how programmes work. They develop a sense of caring for others due to the mixed age group present and learn about creatures from the natural world such as activities on task sheets when searching for ladybirds or spiders outside.

Children are encouraged to be active, healthy and eagerly join in activities in the outdoor play area. Adults teach children to behave in ways that are safe for themselves and others, especially in the outdoor play area, or when walking to the park in the morning or after school sessions, or when being delivered or collected on school runs. Children use a wide variety of textures to create pictures or models during an exciting range of craft activities. They develop good imaginations as they play with small world figures in the doll's house or when dressing up, and spend long periods engaged in pretending to make and serve food in the role play house, especially when new and settling in to the club.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- provide evidence that the registered person is covered by public liability insurance (CR14 Insurance) (also applies to the Voluntary Childcare Register). 28/07/2009
- amend the written statement of the procedures to be followed in relation to complaints to include the outcome will be made known to the parent who made the complaint within 20 days of the date the complaint was made (CR7 Procedures for dealing with complaints) (also applies to the Voluntary Childcare Register). 28/07/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- provide evidence that the registered person is covered by public liability insurance (CR14 Insurance) (also applies to the Childcare Register). 28/07/2009
- amend the written statement of the procedures to be followed in relation to complaints to include the outcome will be made known to the parent who made the complaint within 20 days of the date the complaint was made (CR7 Procedures for dealing with complaints) (also applies to the Childcare Register). 28/07/2009