

Alpha Afterschool

Inspection report for early years provision

Unique reference number EY292389
Inspection date 10/02/2010
Inspector Vicky Turner

Setting address Deansfield Primary School, Dairsie Road, London, SE9 1XP

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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).

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

Alpha after school and holiday club is one of four out of school groups owned and managed by the same provider. Alpha Afterschool, Deansfield, has been registered since September 2004 and operates from Deansfield primary school in Eltham. Children attend from Deansfield, Eltham and Gordon schools. The Alpha club is open term times from 7.30am to 9.20am as a breakfast club, and 3.30pm to 6.30pm as an after school club. During the school holidays the group is open Monday to Friday from 8.15am to 6.15pm. The group is registered to provide care for a maximum of 40 children at any one time. There are currently 40 children on roll, aged from three to 11 years. Ten of whom are in the Early Years Foundation Stage. Children attend various sessions. The group supports children with special educational and/or disabilities and children who speak English as an additional language.

A minimum of three staff work directly with the children. The provider and management team hold relevant qualifications. One of whom holds a BA honours in Primary Teaching Studies and the other holds a National Vocational Qualification at level 3 in Childcare. The setting receives support from Greenwich Early Years Team. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Alpha After School club is an inclusive setting with good safeguarding procedures. The club works well together with the schools, parents and external agencies to ensure that children get the support that they need to make good progress. The self evaluation process has enabled the setting to acknowledge its strengths and identify some areas for improvement. All recommendations from the last inspection have been addressed. The setting's capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- develop a more rigorous self-evaluation process to formally include parents
- continue to develop staff expertise in the Early Years Foundation Stage to enable them to fully meet the needs of all children.

The effectiveness of leadership and management of the early years provision

The manager and staff provide a stimulating and well-organised environment for children to learn, play and develop. Staff have been properly vetted to ensure that they are suitable to work with children. Clear policies which are understood and followed consistently by all staff means that children are kept safe. Three members

of staff have been trained in child protection and understand the procedures that must be followed should they have concerns about a child. Daily safety checks on the toilets, playground, kitchen and equipment ensure that the children's potential hazards are minimised. The premises are secure with coded locks and a buzzer at both entrances. All staff are first aid trained and trained in the use of the epi-pen. The self-evaluation process is in its early stages and does not yet formally involve parents. However, the setting knows its strengths and has highlighted some areas for improvement. All recommendations from the last inspection have been addressed. A wider range of activities and play opportunities to develop children's capabilities is now provided, and the space and resources are organised effectively to meet children's play needs.

The resources are interesting, of a high quality and meet safety standards. The space is used effectively allowing for easy movement between activities with clear pathways to both sets of doors. Staff are well deployed to ensure that children are kept safe at all times both indoors and out. Annual staff appraisals highlight staff training needs and staff are encouraged to improve their skills.

The staff actively promote positive attitudes of diversity and differences, and ensure that every child is included. All children have the opportunity of experiencing a challenging and enjoyable programme of learning and development. A wide range of multicultural resources such as posters, books and dolls support children's understanding of diversity. Children observed Black History month and participate in cultural fashion shows. There are good opportunities for eating foods from different cultures.

The club has good partnerships with both schools and meet with them on a monthly basis to exchange information, on children's welfare, learning and development, and behavioural issues. The school nurse offers staff training to equip staff with the skills to successfully meet children's medical needs. The setting is supported by the Early Years Childcare Development Team. The setting works well with parents who are actively involved in their children's learning and development. Parents and carers are kept well informed of the club's activities through quarterly news letters, verbally and the school's website. The comments book offers parents and carers the opportunity to give feedback and make suggestions about the provision. The club draws on the expertise of parents to support children's knowledge and understanding of the world. For example, they bring in resources during the celebration of festivals and transcribe notices from English to their respective languages. Parents are '100 per cent satisfied with the service provided' and feel that 'the staff make the place a wonderful experience for the children'.

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

Children make good progress particularly in personal, social and emotional development. Good links with the schools means that the staff are able to plan purposeful learning opportunities that compliment the provision made at the other settings that the children attend. Children enjoy playing with their friends and

interacting with the adults. They choose from a range of interesting activities. Children with special educational needs and/or disabilities receive good support and therefore settle in quickly. Key persons observe children, record their achievements and plan activities to support their learning and development. However, assessment procedures to include the next steps are not yet fully developed.

Table discussions provide good opportunities for discussions on how to stay safe. Children learn about road safety, and wear reflective jackets during their walk from school to the club. They understand that there are boundaries and are not allowed outside the hall unsupervised. They play safely and follow instructions well. Monthly fire drills help children understand how to vacate the building safely in case of an emergency.

Children make healthy choices from a healthy menu of pasta with salad or cheese or tomato sauce and a wide variety of fruit and water. The outdoor area has plenty of space for children to run around and engage in various team games, football, hockey and skipping. They have access to a climbing frame and basketball nets. Children have developed good hand-washing routines using anti-bacterial soaps and are encouraged to use a tissue to blow their noses and dispose of it appropriately.

Children share positive relationships with their adults and as a result, behave well. They have made a positive contribution to the setting in a number of ways. They were involved in making the club's rules. As a result they understand what is expected of them. The staff implement the behaviour policy consistently, praising and rewarding good behaviour. Older children help the younger ones to settle in. Children help prepare salads for their tea and helpers of the day give out the fruit.

Table discussions at tea-time offer plenty of opportunities for 'talk'. Children engage in role play at the hairdresser's, dress up and share books in the book corner. Children have access to a range of writing materials for mark-making and writing for different purposes. There are good opportunities for developing problem-solving and numeracy skills through team games, cooking activities, educational software and leap pad. Children have access to a laptop, a camera, an x-box and a CD player which help them develop skills for the future.

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

How effectively is the Early Years Foundation Stage led and managed?	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