

The Alpha Club Breakfast/Afterschool

Inspection report for early years provision

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Inspector

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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

Alpha Breakfast and After School Club operates from the church hall at Holy Trinity Church in Eltham. Children from St Mary's School and Eltham Church of England School currently attend. The club is registered on the Early Years Register and the compulsory part of the Childcare Register to provide care for a maximum of 24 children aged from four to under eight years. Currently, there are 35 children on roll who attend for a variety of sessions. The club also provides care for children with disabilities and/or learning difficulties. The club provides care Monday to Friday during term time. The breakfast club session starts at 8am and finishes at 9am. The after school club session operates from 3.15pm to 6.30pm. Children who require care during the school holidays attend one of the other Alpha Clubs in the local area.

A total of three staff work with the children in the club. The manager holds a National Vocational Qualification at level 3 and the other two staff are working towards relevant childcare qualifications. In addition, the club employs an escort who assists staff taking children to and from school on days when numbers are high.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club provides a safe and welcoming environment for all children. The good quality of relationships between staff and children lead to a happy atmosphere, where children are keen to attend and engage enthusiastically in a range of activities. Staff are responsive to the needs of both children and their parents. The manager leads a small team of staff dedicated to ongoing improvement.

What steps need to be taken to improve provision further?

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

- Continue to provide training opportunities for all staff to ensure early years children are well supported
- complete self evaluation form and provide copies for all stake holders
- evaluate observations for each child individually to help plan more effectively.

The effectiveness of leadership and management of the early years provision

The club promotes the welfare of children and keeps the children safe. There is a secure entry system and parents and visitors sign in and out, which provides a

robust check for safety. Children are collected from two local schools by responsible members of staff. They wear visible jackets with the name of the club printed clearly on the back. Staff are trained to recognise any child who may be at risk and liaise well with the schools to ensure any concerns are dealt with promptly. All necessary records and policies are in place and are checked regularly. Staff are vigilant and carry out a comprehensive programme of risk assessment in order to reduce hazards and keep children safe. There are rigorous recruitment procedures and all staff have up-to-date checks to ensure their suitability to work with children.

The stable staff team are managed well by a dedicated and knowledgeable manager, who responds to the needs and interests of every child. Each child has a special person who monitors their individual progress. These 'key staff' observe their children, make notes and have started to evaluate their future needs. Staff are encouraged to attend training sessions and have made a start to improve their skills and knowledge. The club demonstrates a willingness to improve and reflect on practice, by asking both parents and children for their ideas. A revised self - evaluation document has been implemented to allow clearer communication with all those with an interest in the future of the club.

There is a wide and well kept range of resources, to enable all children to choose freely and follow their own interests. Staff listen and observe the needs of children carefully. Drama and role play are particular strengths of the club, which gives all children the opportunity to become confident performers. There are also plenty of opportunities for physical play, for instance, children practise ball skills in the outside area. The children are taken to the local park in the summer months. Equality and diversity is promoted well. Children celebrate a range of festivals, including Chinese New Year, Easter and Christmas, and join in art and cooking activities. Children are encouraged to talk about their experiences, including things they enjoy doing and what they have learnt in weekly circle times. Children with special needs are welcomed and well supported by the staff who encourage them to join in with the others. The club organises fund raising activities to improve facilities; for instance, money was raised to renovate the kitchen area. This improvement was a parental choice and staff, parents and children worked together collaboratively.

Strong partnerships include a supportive relationship with the church. The club has the support of an early years advisor from the local authority who is able to guide the writing of relevant policies and help to plan a suitable curriculum. The club is one of a group of several out of school clubs in the local area, and ideas and strengths are shared between them. There are strong links with the local schools and the staff benefit from being able to liaise with them on a daily basis. Partnerships with parents are highly positive, with all parents being very satisfied with the club and many recommending it to their friends and family. They are encouraged to complete questionnaires once a year, in order to have their views taken into account. Parents appreciate the staff and the effort they put into caring for their children and providing a range of inspiring activities. They say they can discuss any problems with the staff and know they can get positive advice. Parents receive highly reflective reports on their child's behaviour and progress three times

a year.

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

The children enjoy their time at the club and have fun in the company of supportive adults and children of different ages. They benefit from the friendly staff who know their needs well. This enables the children to become confident and independent. They are keen to try out new activities and experiences. The club facilities allow the children freedom to move around freely and have independent access to a range of good quality resources to develop their skills for the future. For example, the younger children enjoy being helped by the older ones when they attempt to copy a greeting using Chinese letters. They have access to art and craft materials and enjoy making and decorating lanterns; they use modelling material to make 'food'.

Staff plan for children's needs, using the guidance for the early years. These plans show the main themes and activities. Individual observations show what has been completed and how well. However, the activities and skills learnt have not been evaluated in detail, which sometimes makes progress difficult to assess.

The children display a good awareness of a healthy lifestyle. They know they must wash their hands before touching food because of the transfer of germs. They also know that some food is healthier than others and enjoy eating a variety of fruit and vegetables at tea time. They love playing ball games and know they are keeping fit.

Children feel safe in this environment. The majority of children are happy and relaxed as they make friends and talk to the older children asking them for help and to join in. They know the club rules and the majority of them are polite and responsive to the needs of others, making the atmosphere a happy one. They are keen to tidy up when asked and enjoy taking responsibility when they clear away the plates and cups after tea. Children are keen to help the staff and one another. Children say they look forward to coming to the club every day and seeing their friends. The staff give all children positive encouragement, which results in a nurturing and valuable venue for children to enjoy learning after school.

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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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