

# The Alpha Out Of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY437935
<b>Inspection date</b>	18/04/2012
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<b>Setting address</b>	Leigh C of E Infant School, Walmesley Road, LEIGH, Lancashire, WN7 1YE
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<b>Email</b>	
<b>Type of setting</b>	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 Out of School Club is one of three nurseries and six out of school provisions run by St Bede Services Limited. It registered in 2011 and operates from Leigh C of E Infant School in Leigh, Lancashire. Children occupy the school hall or a designated classroom. The school is situated in the town centre, just off the main retail areas and close to community buildings, such as the town hall and library. The out of school club is registered on the Early Years Register and both parts of the Childcare Register. The club serves the local area and is registered for 40 children under eight years, of whom no more than 40 may be in the early years age group. There are currently 23 children on roll, of whom two are within the early years age range. The club primarily serves children who attend the school in which it operates, but a service is available so that children can be taken to and collected from other local primary schools.

The setting is open each weekday during term times from 7.45am to 8.45am, for breakfast club, and then again from 3.30pm to 6pm for after school club. The club opens during school holidays from 8am until 6pm. Children have access to a secure outdoor play area. The setting is accessible to all children and their parents. The setting is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

There are a team of two staff including the manager, both hold a National Vocational Qualification at level 3. The setting is supported by the local early years team.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in a safe, supportive and stimulating environment, they are eager to attend the out of school club and demonstrate a strong sense of belonging. They benefit from warm and trusting relationships with the staff, and this makes children feel secure. Provision for children's learning and development is good and children have access to a broad range of activities and resources that compliment their time in school and nursery. Partnerships with parents are sound, although access to the setting's broad range of policies and procedures is limited. Systems to evaluate the effectiveness of the provision are emerging and the manger is committed to the continued improvement of the setting.

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

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

- review the written policy for safeguarding to ensure it fully reflects Local

Safeguarding Children Board procedures

- improve the availability of written policies and procedures for parents
- improve the process of self-evaluation to fully identify the setting's strengths and priorities for improvement, assessing what the setting offers against robust and challenging quality criteria

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

Children's safety and protection is assured because staff have a clear knowledge and understanding of child protection issues and procedures. They are aware of their roles and responsibilities in relation to safeguarding and are able to implement effective procedures to protect children from possible harm; including if an allegation was to be made against a member of staff. However, some aspects of the written safeguarding procedure lack clarity and do not fully reflect staffs' knowledge of Local Safeguarding Children Board procedures. Staff ensure children feel safe and supported, which encourages them to confide in adults within the setting. Recruitment and vetting procedures are strong, and all adults have undergone checks to ensure their suitability, which further safeguards children. Risk assessments are documented and appropriate action is taken to minimise hazards; consequently, children move and play safely within the setting. Good systems are implemented to keep the premises secure and to ensure children are safely collected from their classrooms.

Space and resources are used well. Children benefit from a stimulating and spacious environment and move freely, making meaningful choices about how they spend their time. Low level benches are positioned to create specific areas of learning within the school hall. Leadership and management is good and the manager works directly with the children, leading by positive example. The small staff team work well together, ensuring they are appropriately deployed to effectively support and meet the group and individual needs of the children. Management within the setting are well supported by senior management within the company. Continuous self-evaluation is evident on a practical level, which leads to improvements in the range of activities provided. Both children and their parents are encouraged to share their views and more formal systems to evaluate the effectiveness of the provision are emerging but are not yet complete. Attention to documentation is good; as a result all records required for the safe and efficient management of the setting and to meet the needs of the children are maintained.

The setting provides an inclusive service, the staff are positive role models who encourage children to respect and value differences. Relationships with parents are mutually respectful. During the inspection, parents stated they were very happy with the service they received and commented that their children are reluctant to leave. They also stated that the staff are 'really friendly' and that their children 'love coming'. Parents are well informed about the daily routines, activities and meals served. They receive a brief statement about safeguarding at admission, but are not fully informed of the wide range of policies and procedures produced by the setting. The manager is fully committed to partnership working and systems to improve the sharing of information in relation to children's learning and

development are emerging. The setting does not currently care for any children who have special educational needs or disabilities, but are fully aware of the importance of working with other professionals to provide a good level of support when the need arises.

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

All aspects of children's welfare are effectively promoted and children thrive in a supportive and nurturing environment. Children benefit from secure relationships with the staff, they chat happily and confidently about their time in school and express themselves easily and confidently. Many children offer their own ideas and suggestions for the evening and staff respond positively to their requests, ensuring all children feel valued and included. For example, when a talent show wins the vote over a game of bingo, the opportunity to play bingo is offered again later in the evening. Children's good health is promoted as children are encouraged to make healthy choices about what they eat and drink. Snack time is valued as a social experience. Staff sit alongside groups of children and engage in quiet conversations, enthusiastically introducing new themes.

Staff skilfully and consistently promote good behaviour, providing discreet reminders and explanations. Consequently older children are positive role models and children routinely show care and concern for one another. Older children are very supportive of younger members of the group, providing assistance and ensuring younger children are fully included. For example, working together to build large, complex models with construction materials. Children appreciate the work and achievements of others. This was evident when one child stopped to admire the construction and exclaimed 'that's awesome'. Children are active and inquisitive learners; they are motivated by their surroundings and demonstrate high levels of independence and concentration. Provision for children's literacy is strong, and children benefit from a book area that is made to look like a 'den' and which is lit internally with projector lights. Staff report children regularly use this area for independent reading. Mark making materials are freely available and children sit 'writing' for prolonged periods, often imitating the role of staff by completing registers. Staff are mindful of the needs of younger children and provide one-to-one support. As a result, children of all ages and abilities happily play Bingo. Opportunities for children to express themselves freely are excellent. Many children are eager to perform in an impromptu 'talent show', whilst others enjoy sensory experiences, such as manipulating clay and exploring the change in texture as water is added.

Staff introduce themes to complement children's learning in school. Children talk enthusiastically about the previous theme, 'people who help us'. This topic was brought to life by a number of visitors, such as the community police and road crossing warden, who helped raise children's awareness of their own safety. For example, children were thrilled by a visit from the ambulance service, and learnt how to ring for help in an emergency and how to put someone in the recovery position. They were also introduced to the equipment used to monitor oxygen

levels in the blood, and this helped to allay any anxieties, should children or their family have to visit hospital. Systems to monitor children's capabilities are established and staff have completed several observations which highlight children's interests and achievements. This information, along with the views and feedback from children is considered when planning future activities to compliment the time children have spent in school. The level of staff support and the range of high quality resources contribute significantly to children's enjoyment, learning and development within the setting.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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