

# Alpha Afterschool

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

<b>Inspection date</b>	20/02/2013
Previous inspection date	10/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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's welfare is effectively safeguarded by knowledgeable staff.
- Strong partnerships with parents and other providers where children attend compliments children's learning and development.
- Children thoroughly enjoy their time at the holiday club and benefit from a good range of activities that considers their learning whilst they have fun.
- Children develop good communication and language skills because staff interact effectively with them as they play.
- Staff are good role models who provide clear guidance for children's behaviour.

### It is not yet outstanding because

- there is room to develop the book area so children can use it as a place to rest quietly during the day.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 interviewed the provider, manager and staff
- The inspector observed children playing in the main play area and a smaller sports hall.
- The inspector sampled a range of policies and procedures including safeguarding, complaints and the accident procedures.

## Inspector

Sarah Morfett

## Full Report

### Information about 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, registered in 2004 and operates from Deansfield primary school in Eltham, in the London Borough of Greenwich. Children can attend from Deansfield, Eltham and Gordon schools. The Alpha afterschool club is open term time 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. There are currently 40 children on roll. Ten of these 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 including a BA honours in Primary Teaching Studies and a National Vocational Qualification at level 3 in Childcare. The setting receives support from Greenwich Early Years Team.

### **What the setting needs to do to improve further**

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

- provide areas to mirror different moods and feelings including quiet restful areas such as a cosy book corner.

### **Inspection judgements**

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

Children enjoy stimulating activities and resources that cover all areas of learning well. Staff at the afterschool club have a secure understanding of the Early Years Foundation Stage and how the activities can support children's learning and development. They are aware that children are on holiday from school and provide activities that help them relax and have fun. Staff know children well, as they work in a range of afterschool facilities owned by the provider. They gather good quality information about children's individual needs from parents. This provides a firm base for establishing children's starting points and helps staff to cater for their individual needs.

The staff use an effective key person system to give children support during their time in the holiday club. Their knowledge of the children in their care means they can plan activities that complement their learning and development well. Staff support children's language development effectively. They skilfully use open-ended questions making children think for themselves. For instance, whilst tidying a toy away the staff asks a child, 'why won't the game go back in the box?' The child replies 'it's because you have to take it apart' this clearly shows that children benefit from the challenge and learn good problem solving skills.

Children thoroughly enjoy the range of experiences on offer. They are able to be active playing football and thoroughly enjoy dancing to a computer game. This helps them to learn to move and control their bodies. They go out on regular trips through the holidays, which they are able to help choose and this gives them a good understanding of the world around them. They have good opportunities to be creative, as a wide range of materials

are freely available to them to make marks, stick and cut with. This helps them to develop good control of their hand and finger movements. Staff plan an adult initiated activity for each day. Children enjoy experimenting with a taste testing activity with a variety of different fruit and vegetables. The staff oversee this, letting the older children and younger children work together. Children develop good negotiation skills as they decide who will record the findings and who will feed the participant the food. All ages have a role; even the younger children have a go at recording the findings. This helps them to develop good writing skills. Children taste the fruit and vegetables with a scarf tied around their eyes which means they use their sense of taste and smell. They use a wide range of describing words, such as sweet, sharp, soft and juicy to explain what they taste. Children praise one another when they guess the food correctly. Staff enhance this activity very well. Children ask them to join in and cover their eyes; staff use different words to describe the fruit, which means children develop a wider vocabulary. As a result, of the effective range of activities provided children are gain strong skills for the move to the next stage of their development.

Staff work hard to ensure they develop positive partnerships with parents and the schools children attend. They make strong links with children's teachers through the afterschool clubs they attend so they know where children are in their development. Daily discussions with parents support a shared approach to children's learning, as they discuss what children have done and enjoyed through the day. This means good two-way communication with parents is established and they are effectively involved in children's education.

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

Children are happy and settled in the holiday club. They have good relationships with the staff and seek them out to talk to and play with. Staff know them well so can talk to them about their interests and familiar events. This makes children feel valued and gives them a strong sense of belonging. Overall, the environment is well organised with resources easily accessible to meet children's needs. However, there is scope to develop the book area to make it more relaxing and an area where children can rest during their long, busy day. Children show good confidence as they move around the club making choices about what they do. As a result, they are purposely engaged in things they like to do and enjoy themselves during the holiday time.

Children behave well, are sociable and interact positively with one another. Staff are good role models who offer children consistent explanations about what behaviour is acceptable. They reinforce children's good behaviour with lots of praise and encouragement. Consequently, children learn right from wrong. Staff help to promote children's understanding of safety effectively through the daily routines. They develop a good understanding of personal safety. For example, they practice the evacuation procedure regularly, which helps them to learn how to react in an emergency. Staff successfully encourage children's independence skills, for example, children take themselves to the toilet and manage personal tasks for themselves. They learn about healthy lifestyles through good activities and routines. Staff remind children to put their

hands over their mouth and nose when they sneeze. They back this up by asking them what they need to do to make sure germs are caught. Children demonstrate their understanding by fetching a tissue and putting this in the bin. They show they understand that exercise makes them hot and take a drink of water to cool themselves down after dancing or playing sport.

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

Good procedures are in place to ensure children are cared for in safe and secure environment. Staff check all areas children play in before they are used. They work closely with the school caretaker to carry out risk assessments and maintain a high standard of safety for all children. A comprehensive range of policies and procedures are in place that meets the requirements of the early years foundation stage welfare requirements. However, some requirements of the compulsory part of the Childcare Register are not met and as a result, actions were raised against these requirements. Nevertheless, children are safe and secure in the care of the holiday club. Arrangements for safeguarding children's well-being are well established and effective. All staff are familiar with the procedures to follow should they have a concern about a child in their care. They have regular safeguarding training, which means they have the most current information to hand. Most of the staff in the setting have a current first aid certificate. This means they can react appropriately in an emergency.

The provider and manager carry out an effective appraisal system, regular staff meetings and supervision. This means that staff understand their roles and responsibilities and they can identify priorities for staff training to develop each staff members personal development. The provider and her staff take time to reflect on the activities and the service provided. They include parents and children in their evaluation, by emailing parents to request their suggestions for the holiday and afterschool club. Children are able to provide ideas for trips and outings that they would like to go on. Consequently, staff are able to identify areas to develop that can benefit the children.

There are good relationships with parents. Staff share details of children's well-being each day. Parents are kept well informed of what's happening during the holiday club through a newsletter. They are welcome to spend time in the club and share their skills, for example, a parent is due to make pizzas with the children to develop skills in cooking. They are encouraged to go on the trips with their children if they are able. This helps to build relationships in a friendly and relaxed environment. Good partnership working takes place between the club and the school that children attend.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- ensure records are kept of accidents that occur on the premises where childcare is provided (compulsory part of the Childcare Register).
- inform Ofsted of any serious accident or injury to, or the death of, any child while receiving childcare (voluntary part of the Childcare Register).

**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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. 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

<b>Unique reference number</b>	EY292389
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	905834
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	10
<b>Name of provider</b>	Muibat Caroline Kikelomo Popoola
<b>Date of previous inspection</b>	10/02/2010
<b>Telephone number</b>	0208 850 1218

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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 that are usually their 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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