

Alphabet House @ Grange

Grange Primary School, Station Road, Long Eaton, NOTTINGHAM, NG10 2DU

Inspection date

08/05/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 are happy, motivated and well-settled. They have formed positive relationships with their peers and staff.
- Children thoroughly enjoy coming to their club because they have fun and the activities complement the children's school experiences.
- There is a good rapport with parents and the school, with good three-way communication systems to ensure that children's individual needs are known and met.
- Management have a good understanding of their responsibilities to ensure that the club meets the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. As a result, children's safety and well-being are effectively promoted.

It is not yet outstanding because

- The outdoor area has not been as fully developed as the indoor environment, to create a stimulating, well-resourced outdoor environment that incorporates all seven areas of learning, to enhance children's play and development overtime.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 held a discussion with the two owners and manager and spoke to the staff, children and parents.
- The inspector observed free play and focused activities, outside play and teatime.
- The inspector conducted a joint observation with the manager outside.
- The inspector looked at children's assessment records, learning journey records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's documentation and improvement plan.

Inspector

Janice Hughes

Full Report

Information about the setting

Alphabet House @ Grange opened in 2012 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is situated in Long Eaton, in Nottinghamshire, at the Grange Primary School. The club have access to five rooms; the community room, playroom, computer suite, gym and office. Children have use of the school grounds which are secure. The club is easily accessible for all, including wheelchair users. The club caters for children who attend the Grange Primary School and other local schools within the immediate and surrounding area.

The club is open each weekday from 7am to 9am and 3pm to 6.30pm, during the term time, and from 7am to 6.30pm during school holidays. The club closes for all main bank holidays and the Christmas holidays. There are currently 81 children on roll, of whom 20 are in the early years age range. The club employs eight staff. Of these, six staff hold appropriate early years qualification to level 3.

What the setting needs to do to improve further

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

- create a highly stimulating outdoor environment, that includes all seven areas of learning, to enhance children's play and development overtime. For example, incorporate activities other than physical opportunities, such as, art and craft or water experiments.

Inspection judgements

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

Children are confident and happy, and arrive enthusiastically to play. They form good relationships as they collaborate well chatting to each other and the staff. The club provides a relaxed atmosphere, where children feel that they belong; children interact positively with each other and staff. Staff have a secure understanding of the Statutory Framework for Early Years Foundation Stage and understand that children learn through play. The club involves the parents when their children start. They ask them about their child's likes, preferences and what they are capable of doing. This forms the children's 'starting points' and means staff can provide for the children's interests and build upon what they already know, as soon as they start at the club. Staff are available to discuss a child's day and the progress they are making at pick up times.

Staff provide a good mix of child-initiated and planned activities for the children. They use

an effective planning system, which links to the 'Development Matters in the Early Years Foundation Stage' and incorporates the wishes of the children when planning the continuous provision. All of the children attend school throughout the day, therefore the manager is aware that activities need to complement what they do there. Staff meet the individual needs of the early years children and plan activities to enhance their learning. These are discussed with the Reception Class teacher who provides information about what the children have achieved in school. The impact of this is that the club can assist effectively in children's learning and help them make good progress. For example, staff help with reading or homework.

Staff foster children's language skills as they are constantly talking to the children and involving them in conversations. This is very clear at teatime. Children of all ages are chatting about what they have been doing at school, they discuss what they are going to do after tea. For example, a small group of children discuss their homework. They decide to complete a presentation and involve staff who agree to help them. Children use their imagination and creativity as they create small figures for a popular game. This involves them using fine handling skills delicately as they paint details on the figures.

Children have opportunities to use complex toys, such as electric circuit systems. They thoroughly enjoy exploring, investigating and finding out new ways of how to connect the wires and batteries together. They show confidence and great pride when they show a visitor the completed circuit, which plays a tune of 'Happy birthday'. Staff praise their achievements well, which helps build their self-esteem. These resources help children to be active learners because they enable the children to have a go, keep trying and test their ideas.

Children enjoy physical activities, both indoors and outdoors, and have plenty of space to freely move around. They enjoy daily opportunities to play games and become involved in playing football, basketball and using small equipment, such as, bats and balls. The gym facilities further enable the children to participate in physical activities. Children have opportunities to learn about the natural world extremely well, as they participate in 'Forest schools' activities weekly. Here they hunt for mini beasts, explore the woodland and enjoy making natural dens.

Screams of laughter show enjoyment as a group of children play a game cooperatively. This activity helps children to play well together, to recognise each other's capabilities and develop social skills for the future. Children learn about numbers as they play games, such as, bingo and number games. Staff provide writing materials to encourage the children to write for purpose. The Reception Class children enjoy this as they write their names and shopping lists. They also participate in using worksheets that encourage using words which help their literacy skills. Children thoroughly enjoy their time at this inclusive out of school club. They comment that they can choose what they do, the toys they can play with and that they 'love coming to the club'. The staff team are committed to providing children with good quality care and learning. Above all, children are having fun as they participate in a wide range of exciting activities with their friends after school.

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

Staff create a very warm, friendly and comfortable environment where children develop good friendships and demonstrate positive behaviour. Children form secure relationships with staff and demonstrate they feel safe and secure while they are at the club. This creates emotional security for children and helps them grow in confidence. Behaviour is well managed in the club. Staff are consistent and fair when encouraging children to share and take turns and children learn to negotiate and cooperate with their peers. They play harmoniously together and show an awareness of responsibility in the club. For example, a group of mixed aged children who are playing a board game, take turns, resolve problems for themselves and help younger children to understand the rules.

The key persons for the Reception children know the children well and have built up secure relationships with them. This helps children to settle quickly into the club and aids the smooth transition when they first start from reception class. Staff make good use of praise and encouragement. This promotes children's good behaviour and develops their confidence and self-esteem. In discussions with parents, they are very complimentary about the way in which their children grow in confidence and self-esteem at this club. Successful, effective deployment of staff ensures that all children form secure emotional attachments. This provides a strong base for developing independence and exploration for children developing skills for the future. As a result, they are confident and enjoy their time at the club. Staff support children's independence effectively. Children show they are independent as they move around the club rooms freely and efficiently. Staff use 'walkie talkies' to ensure their safety, as they communicate to each other, where and what children are doing.

Staff provide a very well-organised learning environment inside. There are wonderful displays showing children's work and achievements, such as the topic board. Children enjoy using a broad range of high quality toys and resources. These reflect children's ages and stages of development well. However, the outside environment is not as highly stimulating as the indoor environment. It is a school playground and staff are limited in what they are able to do. However, the toys and resources provided by the club are not invitingly organised in the large amount of space available, to encourage a variety of play. Also the equipment provided mainly focuses on developing children's physical skills. For example, there are few opportunities for children to explore and investigate the other six areas of learning outside. Consequently, children use the inside environment more than outside to support their all-round development.

Staff place a high priority on children's safety. Children are learning to keep themselves safe as they practise the fire procedure. They learn about road safety and stranger-danger when they go on outings. Children are developing a good understanding of why it is important to lead healthy lifestyles. They have opportunities to play in the fresh air daily and enjoy healthy 'teas'. Good hygiene routines are established to promote children's well-being. Staff prepare healthy teas and follow food hygiene routines and guidelines. Both boys and girls are equally encouraged to participate in a wide range of activities to build on their current knowledge and skills. Staff make sure there is time to talk about and reflect upon the children's day in school. This also provides a platform to discuss their feelings and any concerns.

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

The manager is well-organised and, therefore, the club is effectively led and managed. Staff have a secure knowledge and understanding of safeguarding procedures and how to protect children. Good systems are in place to keep children safe. For example, clear policies and procedures, risk assessments and documentation, underpin practice very well. There are effective vetting and recruitment procedures that ensure all persons employed are suitable to work with children. The premises are secure and visitors are required to sign the visitor's book to further safeguard the children. In addition, children are supervised well, both indoors and outdoors. The club has a clear vision for the future. Staff demonstrate a good awareness of safety issues and take care to ensure that the indoor environment is welcoming, safe and accessible. This contributes to children's enjoyment of their time at the club and ensures that they have a positive childcare experience that forms a secure base for their future learning.

Staff have a good understanding of their responsibilities in meeting the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. The manager is monitoring the records she keeps, the children's learning and staff performance generally well. For example, she has implemented effective observations, assessments and planning. Monitoring is in its early stages and has been extremely effective with regards to the provision indoors. However, there is scope to further develop the outside play space to provide a richer range of learning opportunities. The manager and staff team use self-evaluation to identify their strengths and weaknesses effectively. They include both parents and children in this process. As a result, their ideas and views are included to help fully promote the improvements overtime.

The club establishes good links with teaching staff at the Grange Primary School. Staff act as a bridge between teachers and parents to provide continuity of care as they drop off and collect the children from school each day. The manager is aware of the need to work in partnership with others as the need arises in order to help children who may need extra support in their learning. When planning activities for the club, the manager supports the educational programmes children are following in school. Furthermore, children's ideas are valued and included in the planning of activities.

There is a strong focus on partnership working with parents who are warmly welcomed into the club. A good three-way partnership between parents, Reception Class teacher, other staff and out of school staff, ensures that information is exchanged effectively. In discussion with parents during the inspection, comments indicate that they are very happy with the service their children receive. Children also state that they enjoy coming to the club, playing with the toys and joining-in the exciting activities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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 action. 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

Unique reference number	EY453200
Local authority	Derbyshire
Inspection number	891715
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	90
Number of children on roll	81
Name of provider	Forest Schools Nurseries Limited
Date of previous inspection	not applicable
Telephone number	07716443053

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

