

# Alphabet Buddies Club

North Worksop Children's Centre, Raymoth Lane, Worksop, Nottinghamshire, S81 7LU

<b>Inspection date</b>	21/05/2014
Previous inspection date	13/07/2009

<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		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- The provider has failed to notify Ofsted of a change of manager. This is a breach of requirements.
- Planning is not effective in matching activities to children's needs. Observations and assessments are not consistent in quality and are not frequent or accurate enough to build on children's progress in school.
- Staff are lacking effective support, coaching and training. As a result, children's interests, development and well-being are not promoted.
- Children do not have access to a quieter and more comfortable area to think and relax after their day at school. In addition, they are not provided with a range of interesting activities or play equipment to stimulate and engage their interest. As a result, some children lack enthusiasm for child-initiated learning.
- Links with other settings where children spend the majority of their time are not robust enough for children's learning to be supported.
- Parents are not informed about their child's learning and development progress because too much focused is on care practices.

### It has the following strengths

- Children enjoy a variety of foods at snack time, which are freshly prepared and nutritious.

## 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 observed children during activities both indoors and outside.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the manager, staff, provider, children and a parent at appropriate times throughout the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and the club's policies and insurance documentation.

## Inspector

Tracey Firth

## **Full report**

### **Information about the setting**

Alphabet Buddies Club was registered in 2009 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from a room in the purpose built North Worksop Children's Centre, Gateford, Nottinghamshire. There is an outdoor play area. There are currently 42 children on roll, two of these are in the early years age range. The club operates Monday to Friday, term time only, from 3pm until 6pm. It employs four permanent staff who work with the children. Three of the staff hold appropriate early years qualifications at level 3. The club is owned by Alphabet House Day Nurseries (Worksop) Ltd, who also operate a day nursery in Worksop.

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

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve knowledge of safeguarding by ensuring Ofsted is notified of any changes in circumstance as soon as possible, such as the person managing the setting
- ensure planning, observation and assessment is consistent in quality and is effective in matching activities, which complement the educational programmes
- improve arrangements for the effective supervision of staff. Provide support, coaching and training, which promotes the behaviour, interests, development and well-being of children and enhances the daily experience of the overall quality of provision
- ensure a welcoming and motivating environment with a well-planned range of stimulating toys and resources that provide challenge for children to encourage their interest and enthusiasm.

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

- review the layout of the room and improve the existing rest area so that children have a quieter and more comfortable area to think and relax
- improve strategies to engage with other provisions where children spend more time, such as school, to ensure that learning is being complemented
- improve arrangements for sharing information with parents about their child's learning and encourage them to share their views and enhance children's learning and development at home.

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

Although, staff have a basic knowledge of the Early Years Foundation Stage, provision is inadequate because the few play and learning resources available do not cover the areas of learning or provide adequate challenge for children. This results in some children lacking enthusiasm for learning. Insufficient resources limit what staff can plan and do. Preparations are not in place to sufficiently enthuse children in their learning. Appropriate activities are not planned for the different ages of children cared for. There are no opportunities for children to use technology or to explore concepts, such as mathematics

or practise their learning that has taken place during the day. This results in children relying heavily on staff to entertain them and some appear bored. Consequently, children do not show the characteristics of effective learning, for example, investigating, concentrating and developing their own ideas.

Communication and interactions between staff and children are carried out through play and discussions. However, facilitating and setting interesting experiences are poor due to lack of materials. There is little else for children to do, other than chat or run around with a ball. Staff try to teach, but are very limited to what they can do without appropriate equipment. The poor resources both indoors and outside is un-stimulating and too bland for free-play to take place effectively. Consequently, learning in settings where the children spend more time is not complemented and readiness for school is not supported. All staff have built appropriate relationships and engage with children. Children are encouraged to be independent in some ways, for example, they self-register as they enter the club by moving photographs of themselves from a name display by the door and placing them above their individual coat pegs. Club rules are displayed, which have been guided by the children, for example; 'be nice to other people'. There are some displays that children have produced, which show some of their interests are followed, such as birthdays and sporting displays.

Parents are considered when changes are made, such as the new menu taster session. An open door policy enables parents to speak to staff and discuss any issues. However, too much focus is on care practices. Inconsistent observations and assessments result in weak strategies for planning for children's learning and engaging with parents about their child's learning and development. As a result, parents do not know how their child is progressing.

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

Staff are caring and approachable to children. However, the environment and resources are not welcoming. They are of poor quality and they are too minimal to provide challenge for children or engage their interest. As a result, more than occasionally some children are not engaged in activities, which lead to a disorderly environment that hinders their learning. There are occasional lapses when staff do not remind children of their expectations of behaviour. For example, too many children try to squash onto the only small sofa in the room or sit around a table chatting. Some of the boys start pushing each other around and this behaviour is unchallenged by staff and therefore, they begin to become more unruly. Eventually a member of staff intervenes and makes all the children go outside, including those sitting quietly. This has a negative impact on children's freedom to make choices and be independent.

Children's emotional well-being is sufficient. Each member of staff fulfils the role of the key person. Staff are kept busy running around outdoors and playing ball games and occasionally find time to speak to children individually. Children's personal files are in place and some include notes on conversations between children and their key person regarding their likes, dislikes, fears and anxieties. It also contains information from parents about their child. This helps children to feel that some of their personal, social and emotional needs are suitably met. Staff deployment ensures children can safely move inside and

outdoors. They adequately support children to understand their own safety and behaviour by praising children for their achievements using a reward system of a 'Stars board', where merits are given for those being kind or helping to be tidy. As a result, some support for their emotional well-being is provided.

Children's health and self-care are promoted through healthy food and by encouraging hygiene routines. A healthy menu is displayed weekly on the notice board for all to see. The menu reads as nutritious and interesting, such as bolognese with hidden vegetables. Food is prepared freshly at the day nursery and drinking water is available throughout the session. Medical and dietary needs are known and accidents recorded appropriately. However, young children do not have a comfortable place within the room to rest or sleep if they are feeling tired after their day at school.

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

Management of the club do not demonstrate a secure understanding of how to meet the legal requirements of the Early Years Foundation Stage. The provider has failed to notify Ofsted of a change of manager and this is a breach of requirements of the Early Years Register and the Childcare Register. All other safeguarding and welfare requirements are met and cause no concern. Appropriate checks on adults are carried out to safeguard children and recruitment practices are robust and include a period of probation and induction training. Staff understand their role in protecting children and supporting policies for safeguarding are in place and reviewed. This means that children are protected from harm while at the setting and any concerns relating to their welfare are addressed, for example, reporting to the appropriate child protection authorities. Risk assessments are in place and suitable steps are taken to ensure that children are kept safe and the premises secure. Additionally, registers of attendance, first-aid training and first-aid resources, further protect children.

Insufficient understanding of the learning and development requirements has resulted in breaches, which have an impact on children's progress. Monitoring of educational programmes and children's progress are poor. The manager states that performance management is carried out regularly along with meetings and training events. However, this is not evident within the out of school club. There are many inconsistencies and contradictions between staff and management regarding staff training and development. Lack of support, coaching, training and development for staff is having a negative impact on the quality of the provision. The environment is not welcoming or stimulating. Staff's attempts to teach are suitable, but poor resources prevent progress being made. This results in children being unable to practise being imaginative and independent due to lack of choice. All staff lack confidence in delivering the Early Years Foundation Stage and feel unsupported, therefore, children's learning is not fully progressed or enhanced. Self-evaluation is weak. There is not enough impact to ensure that actions are taken to tackle areas of identified weaknesses. Management are not sufficiently ambitious about improving provision and practice, including motivating staff. There is lack of accountability arrangements to ensure staff are very clear of their roles and the practice lacks monitoring to improve the quality of teaching support for all children at all times. Consequently, the

inconsistent approach to the management of the club has resulted in the weaker aspects not identified and the quality of provision is inadequate.

Attempts to improve links with other settings involved in supporting children's care and education are not strong enough to ensure that individual needs are identified and met. Contact with local schools have been made, but have not been successful. Management have highlighted in their action plan their need to improve communications with other schools and settings. However, as yet, they have not sought to address this issue. Contact is maintained with the four schools that feed the after school club and staff can speak to teachers about any concerns.

### 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:

- inform Ofsted of the appointment of a new manager of childcare on non-domestic premises (compulsory part of the Childcare Register)
- inform Ofsted of the appointment of a new manager of childcare on non-domestic premises (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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY389995
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	870869
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	20
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Alphabet House Day Nurseries (Worksop) Ltd
<b>Date of previous inspection</b>	13/07/2009
<b>Telephone number</b>	07538786022

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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, 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.

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