

The Alpha Club Breakfast/Afterschool

Holy Trinity Church, Southend Crescent, Eltham, LONDON, SE9 2SD

Inspection date	09/09/2014
Previous inspection date	12/01/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staffs' understanding of safeguarding is robust. The policies and procedures are implanted effectively to enhance children's safety and well-being.
- Children are happy and settled at the setting. They show a strong sense of belonging and are supported well in their play by the caring, enthusiastic staff team.
- Reflective practice and self-evaluation ensures that the setting continues to effectively promote health and safety and provide activities which are interesting and offer appropriate challenge.
- Children engage in a broad range of activities, indoors and outside. These are planned to meet children's individual needs, interests and as a result, contribute to their continued progress and development.
- Daily verbal exchanges and a variety of communication methods ensure that parents are informed about their children's care and progress.

It is not yet outstanding because

- Although the setting celebrates some festivals to extend children's understanding of diversity, these do not fully reflect the cultural and religious backgrounds of children currently attending.

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 the children during activities and their interactions with staff and invited the manager to carry out a joint observation.
- The inspector discussed issues regarding the provision throughout the inspection with the manager and members of staff.
- The inspector sampled a range of documentation including evidence of suitability and qualifications of staff, the setting's policies and procedures, child and staff records and attendance documents.
- The inspector spoke with a number of parents to gain their views on the quality of the provision.
- The inspector accompanied staff and children on their walk home from school and observed safety and supervision during this routine activity.

Inspector

Lara Hickson

Full report

Information about the setting

Alpha Breakfast and After School Club registered in 2007 and 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 and voluntary parts of the Childcare Register. Currently, there are 32 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 and occasional holiday care although generally holiday care is held at other Alpha club settings. The breakfast club session starts at 7.30 am and finishes at 8.45am. 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 five staff work with the children in the club, some on a part time basis. The manager and Deputy hold a level 3 qualification.

What the setting needs to do to improve further

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

- further extend opportunities for children to investigate cultural diversity by encouraging further parent involvement to share their cultural backgrounds and religious festivals.

Inspection judgements

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

Children choose what they would like to play with through discussions with staff and from the extensive variety of resources available in the indoor and outside environments. Resources are stored at low level to encourage independence, self-choice and decision making skills from an early age. Children are also confident to request additional resources throughout the session. Staff evaluate activities and hold regular discussions with children, which enables them to plan activities and experiences which reflect children's individual interests and additional ideas. In addition, ideas from parents and staff also are taken into account in the weekly activity plans. This continually improves the activities offered in the indoor and outdoor environments.

On a daily basis, the children are developing their listening skills, sharing and taking turns, building their confidence, self-esteem and developing their independence. These are all key skills for their future learning and the staff promote these extremely effectively. Older children encourage the younger children during activities and help them to learn how to play new games and engage with different activities. For example, during a game of rabbit and fox, children call out to younger children to remind them of what to do when they are

taking a turn at being a rabbit. Staff encourage children to play games and interact with each other during problem solving activities as a way of building their social skills, as they understand for important these life skills are.

When children first starting at the setting staff observe the children during play activities, assess their learning and development and plan additional activities relevant to their interests. Children's individual needs are met successfully through the effective key person system. Information from parents is used together with staff's initial observations to provide an effective base for establishing children's starting points. As a result, children settle quickly and engage in the activities available. This helps them to make good progress in their learning.

Children develop skills to become confident talkers as they are given many opportunities by staff to express their views and preferences. For example, a registration activity enables children to learn each other's names and tell staff that they are present. At daily table discussions children have opportunities to discuss favourite activities, personal interests and discuss ideas for additional activities and meals at the setting. Staff value children's contributions and ideas which supports their confidence and self-esteem well. Their views inform the weekly planning and planning for future sessions, menu planning and events.

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

The key person system is effective in supporting children to settle into the setting and to form strong attachments with the friendly, caring and supportive staff team. Settling-in sessions enable staff to discuss and find out about children's individual needs and interests, and allow staff to establish close relationships with parents.

Staff support children to develop a secure understanding of the importance of healthy lifestyles by providing daily opportunities for physical exercise, fresh air and a healthy diet. Children enjoy healthy, well-balanced meals and snacks, which meet their individual dietary requirements and reflective of cultural diversity. Meal options include pasta with tomato sauce, pitta bread with a selection of toppings, spaghetti bolognaise, chilli con carne and curry. Fresh fruit and salad vegetables are served with every meal and all children are encouraged to try these. Daily table discussions are used to incorporate messages regarding healthy eating and making healthy choices and staff discuss why it is important for the children to have their five fruit and vegetables a day. Children have opportunities to value differences and learn about diversity through menu options available and during planned activities. For example, they enjoy activities where they learn about different festivals throughout the year. However, these are not consistently reflective of the cultural diversity of children attending the setting, which means that children are not able to learn about the customs and celebrations of their friends.

Children's independent skills are promoted well at meal times as they have opportunities to set the table, prepare and serve the food, and pour their own drinks. For example, some children help to prepare for snack time by spraying the food tables with antibacterial

spray before and after children eat. This supports their understanding of how to prevent germs and gives them a sense of responsibility which aids their self-esteem and confidence. There are effective daily routines that help to ensure children's well-being and independence are well promoted. For example, children are encouraged to manage their self-care and personal tasks such as washing their hands thoroughly before meals and after using the toilet.

Behaviour is good. Any inappropriate behaviour is managed calmly and consistently by staff, who are positive role models for the children. Children are supported to develop key skills such as sharing and turn taking. Younger children benefit extremely well from playing alongside the older children, who happily include them in their games and encourage their social skills as they explain the rules.

The staff team ensures that children are able to play in a secure, safe environment. A comprehensive risk assessment system ensures that any potential hazards to children are identified and minimised. Procedures for collection from school to the setting are good and promote the health, safety and well-being of children. For example, the Manager ensures that one member of staff collecting from each school site holds a valid paediatric first aid qualification. Children wear reflective jackets and staffing ratios ensure that supervision of children is thoroughly maintained while out of the setting. Children learn how to keep themselves safe with clear support from staff. For example, on the walk from their school to the staff discuss road safety with the children and praise their understanding of these procedures. For example, road safety rules include that children walk in pairs and that younger children walk on the inside of the pavement. During the walk, older children swap sides with their younger peers as necessary to ensure that younger children always walk on the inside of the pavement. They are praised enthusiastically by staff for their clear awareness of the road safety rules. Secure collection systems ensure children leave only with their designated adult and detailed procedures are in place in the event of an unknown adult arriving to collect a child. The effective deployment of staff in the setting and while out of the setting ensures children's ongoing safety and well-being.

The outdoor area provides a broad variety of play experiences. This is particularly beneficial for those children who are more active and prefer to play outside. Children enjoy ball games, team games, climbing on play apparatus, and riding bikes and scooters.

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

This inspection took place due to concerns raised to Ofsted regarding supervision, safeguarding practice, staff deployment and procedures for outings. The inspection found that risk assessments and arrangements for collection of children have been reviewed. Systems for collecting and transporting children from school have been strengthened and head counts are continually carried out to ensure that all children are present. The manager and staff have robust safeguarding procedures in place and these are being followed in practice. Extensive safeguarding policies, including procedures regarding allegations against staff and restricting the use of mobile phones, are in place to help

ensure children are protected.

All documentation is maintained to a good standard, and the management team fully understands the welfare and safeguarding requirements of the Early Years Foundation Stage. For example, all necessary regulatory documentation, including Disclosure and Barring Service checks and staff qualifications are in place. There are rigorous recruitment and induction procedures in place and all staff have undergone the necessary suitability background checks. As part of their appraisal process, the manager also checks the ongoing suitability of staff which further promotes children's welfare. Staff's professional development is enhanced through ongoing support during individual supervision sessions, appraisals and training opportunities.

Effective systems for self-evaluation are in place and these are supported by clear improvement and development plans. The provider, manager and staff team demonstrate a positive attitude towards the ongoing development of the setting and regularly reflect on and evaluate the service provided. The setting has successfully addressed the recommendations raised at their last inspection, demonstrating a strong commitment to improving the quality of care and learning for children. The management team liaises with other settings and has implemented new ideas from parents, children and staff which have further enhanced practice.

The setting has effective systems in place to develop close partnerships with parents and carers to fully meet the individual needs of children. From the start of a child's placement parents are involved in their children's learning. Parents and their children are encouraged to share their views through regular questionnaires and these are used to inform future developments. Comments from parents during the inspection and on questionnaires are extremely complimentary and really highlight the value parents place on the setting. These include 'I am very happy, nothing to improve, club is great' and 'the staff team is extremely caring and my children enjoy coming'. Regular newsletters and feedback with staff ensure that parents are up to date with their child's care and learning and forthcoming events. This supports parents to be fully involved in their child's learning and development during their child's short time at the after school club. Staff demonstrate a willingness to work with various outside agencies to ensure children are fully supported. This further promotes an inclusive environment. Effective links have been made with other settings to support children's care, learning and development. For example, the staff have links with nursery and reception teachers to find about forthcoming themes and what skills children might need support with. This is then incorporated into activities by staff to link in with children's individual interests.

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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY343572
Local authority	Greenwich
Inspection number	988056
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	32
Name of provider	Muibat Caroline Kikelomo Popoola
Date of previous inspection	12/01/2012
Telephone number	07939 528 678

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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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