

# Alphabet Buddies Club

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

<b>Inspection date</b>	07/11/2014
Previous inspection date	21/05/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 can freely access a suitable range of resources. They are involved in planning and this means resources and activities reflect their interests and preferences for learning.
- There are robust security measures in place to ensure children's safety and information is shared with parents to promote their well-being. As a result, children are protected at all times.
- Children are happy, settled and share positive relationships with others. They enjoy warm and friendly interactions with staff, which helps them to feel safe and secure. They are well behaved, respond well to staff and play cooperatively together.
- The views of the parents and the children are important in driving improvement. The club has devised questionnaires to gain their views, comments and suggestions. These are then used to evaluate and plan for the future of the club.

### It is not yet outstanding because

- There is a limited range of resources that promote equality and diversity and, as a result, children's understanding of differences and similarities in society is not fully promoted.
- Staff do not always use effective questioning to help children make connections in their learning and this means children's thoughts and ideas are not explored in as much detail as they could be.

## 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 activities in the play areas.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of inspection.

## Inspector

Lianne McElvaney

## Full report

### Information about the setting

Alphabet Buddies Club was registered in 2009 and is 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. The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one holds a level 2 qualification. The nursery opens Monday to Friday, all year round. Sessions are from 3pm until 6pm. Children attend for a variety of sessions. There are currently 43 children on roll, of whom three are in the early years age group. It supports children with special educational needs and/or disabilities.

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

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

- extend the range of resources and displays that depict positive images of people from different cultures and those with disabilities, so that children continue to develop their understanding of equality and diversity
- extend children's learning by making more use of open questions during small group activities to help them share their thoughts and ideas in detail, therefore, helping them to make connections between their different learning experiences.

## Inspection judgements

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

Staff in the club have a good understanding of the learning and development requirements in relation to the provision they offer. They all hold relevant early years qualifications and this means they have the skills to support children's learning. They share information about children's learning with schools and parents by sending and receiving wow moment observations. This means they can plan educational programmes that complement and build on children's prior learning experiences. Staff have a good understanding of how to engage children and capture their interests. They appreciate that the children have spent most of the day in school and are mindful of providing activities and opportunities that children find enjoyable and encourage them to learn through play, with the emphasis on having fun. Staff make observations of children's learning, noting any special achievements, with photographs and samples of work as supporting evidence. They also value and welcome children's suggestions for activities and include these ideas in the planning.

Staff value parents' knowledge about their children and the information they provide. They

effectively share information with parents around children's development and encourage them to share children's current interests and learning from home. This cohesive approach helps staff to plan future activities to meet the broad learning needs and interests of children. Children clearly enjoy themselves and have fun playing in this warm, welcoming, learning environment. Teaching is good, and this, combined with the wide range of activities, helps children to make progress and supports them well as they move forward in their learning at school. Staff support children's communication and language skills well. This is because they are genuinely interested in what children have to say. For example, they listen intently as children eagerly share their experiences and their stories about their interests or things they have done during the school day. This supports children's recall skills and also makes them feel special and valued. However, opportunities for children to extend their thinking and further develop their language are not always maximised as open ended questions are not consistently used by staff throughout the club. Children have access to a range of fiction and non-fiction books, which supports and enhances their emerging reading skills. Staff give children every opportunity to practise their writing skills. For example, children draw pictures and have an area to complete their homework, with a good range of writing materials.

Children participate in well-planned creative activities, using a range of materials. Staff support these activities well, while at the same time allowing children the freedom to manage their own skills and follow their own ideas. Children's numeracy and problem solving skills are fostered through puzzles, fun games, and in practical ways during play and routines, such as enjoying a game of dominoes. Partnership working ensures that there are suitable systems in place for supporting children with special educational needs and/or disabilities. This ensures children's needs are fully considered. As a result, they enjoy consistency in their care and learning during their time in the club. Children's physical development is well promoted and encouraged through daily opportunities for outdoor play. They have their own enclosed play area where they can play with bats and balls, hoops, and large bouncers and run about vigorously. Children also enjoy plenty of opportunities to use the school playing field, where they can become involved in team games, whenever the weather allows.

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

The club provides a relaxed, informal environment where children can enjoy time with their friends after their day at school. Secure relationships with parents ensure detailed information about children's care needs is shared. Children show that they are happy and confident as they move around the club. They demonstrate secure attachments with staff that promote their well-being and also strong relationships with their peers. New children, and their parents, are given opportunities to visit the club and stay for short periods, to help build familiarity and confidence. Staff use this time to get to know the children and their parents well. For example, parents are encouraged to share information about their child to ensure staff have a good understanding of their individual needs and parents' preferences. This positive practice enables children to feel safe and secure and as a result, they form trusting relationships with their peers and the staff team. There is an effective key-person system in place to ensure children's specific care needs are continually met. In addition, key persons use the wow moment observations to liaise successfully with

teachers and parents so they are able to work together to promote children's learning and development. Staff ensure that the room is set out with an assortment of resources, which are readily available as children arrive at the club. This helps to create a welcoming and stimulating environment. Staff regularly rotate the toys and resources and add to and change the selection of activities.

Children play well independently and with their peers and show respect as they share and take turns. They enjoy mixing with children of different ages. This helps children to form other friendships, develop their social skills well and to increase their confidence. As a result, children continue to be emotionally equipped to make good progress at school. Throughout the session, children are well behaved, confident and develop positive self-esteem because staff give regular praise, encouragement and support. Children learn respect for each other's differing abilities, attitudes and backgrounds, for example, through discussions and activities focussing on the wider world. However, there are fewer resources in the club to support children's understanding of equality and diversity and therefore this aspect of their learning is not fully promoted and their sense of belonging is not fully developed.

Children's health and well-being are promoted well. This is because staff are well informed about each child's care, health and dietary needs, and obtain clear agreements from parents regarding their children's health and safety. Children are effectively supported to develop a good awareness of the importance of a healthy lifestyle. For example, children relish being outside, where they enjoy a variety of activities and expend their energy after being in the classroom all day. Children understand the importance and follow good hygiene practices. For example, they all wash their hands prior to mealtimes. Children learn to make their own choices by deciding what to eat from a range of healthy food. They enjoy making their own sandwiches for snack and enjoy a sociable meal time. Discussions are used well by staff to help to support children's understanding of safety issues.

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

Children are safeguarded well. This is because the manager has a good understanding of the safeguarding and welfare requirements. Most staff have attended safeguarding training and have an understanding of their role in protecting children from harm. They are aware of what to do should they have a concern about children's welfare because safeguarding procedures are clear. Robust recruitment, vetting and staff development procedures ensure children are looked after by adults who are suitable and have the required knowledge and expertise. Effective induction procedures help new staff to fully understand their roles and responsibilities.

Routine safety checks contribute significantly to children's safety and well-being. Staff are extremely vigilant and supervise children well. Furthermore, they rigorously follow procedures for the collection of children to ensure that children's safety is assured.

Since the last inspection and subsequent monitoring visit, the provider has made good

progress in addressing the weaknesses raised. For example, systems to monitor staff performance through supervision are in place, which include the identification of their training needs. The manager also monitors staff performance on a regular daily basis while she works alongside them, which results in any concerns about their performance being picked up quickly and effectively addressed. The manager monitors the educational programme, and works as part of the staff team, to share the planning of activities and ensure that children have access to a range of resources to cover all areas of learning. All staff share the responsibility of planning and evaluating the activities, which helps them to understand what works and what needs improvement in order to meet children's individual needs. Partnerships with parents are established and information is shared about children's progress and learning needs. Children benefit from the positive relationships that staff develop with their parents. Parents spoken to during the inspection are very complimentary about the quality of care and the activities their children participate in. They comment that they appreciate the two-way communication with staff and that staff are approachable and very friendly.

The staff are motivated to enhance practice through gathering the views of children, and parents, in order to identify areas for further improvement. Good partnership working with schools successfully promotes continuity for children and ensures they are fully supported in all aspects of their care and learning. Monitoring and evaluation systems are good. These highlight the strengths of the club and any areas that staff intend to develop. Staff value the views of both children and parents. For example, they ask children about activities they have enjoyed and the changes they wish to see. This shows a commitment from the staff to continually reflect on ways to provide the highest standards of care and learning, to meet the needs of all children who attend.

### **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

<b>Unique reference number</b>	EY389995
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	977894
<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>	43
<b>Name of provider</b>	Alphabet House Day Nurseries (Worksop) Ltd
<b>Date of previous inspection</b>	21/05/2014
<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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