

The Alpha Club

Breakfast/Afterschool/Holiday Club

Gordon Primary School, Craighton Road, LONDON, SE9 1QG

Inspection date	06/01/2015
Previous inspection date	03/02/2011

The quality and standards of the early years provision	This inspection:	
	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 benefit from a wide range of resources and learning experiences that promote their positive awareness of diversity in the world.
- The staff understand how to encourage positive behaviour. They promote children's behaviour consistently and in ways which are appropriate to each child's age and stage of development.
- The staff work effectively together, which creates a well-structured team. Children understand the routines and this promotes a positive environment.

It is not yet outstanding because

- There is limited labelling of resources and learning areas to further promote children's individual choices and encourage children to practise their reading skills.

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 looked at the facilities and resources available for children's use indoors and outside.
- The inspector held meetings with the manager and area manager and talked with staff.
- The inspector checked evidence of staff suitability and qualifications to work with children and looked at other relevant documentation.
- The inspector took account of the views of parents.

Inspector

Sarah Bangura

Full report

Information about the setting

The Alpha Club at the Gordon School registered in 2010 and operates from a hut style room in the playground of Gordon Primary School, in Eltham which is located in the London Borough of Greenwich. Children have direct access to two outdoor play areas. The club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There is currently a total of 40 children on roll. Two staff members who work directly with children hold appropriate childcare qualifications. The club operates a breakfast club Monday to Friday from 7.30am to 9am and an afterschool club from 3.30pm to 6.30pm during term time.

What the setting needs to do to improve further

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

- develop the labelling of resources and learning areas to further promote children's individual choices and to encourage them to use their reading skills.

Inspection judgements

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

Staff effectively use the children's interests to plan balanced child-initiated and adult-led activities. They use their secure knowledge of children's individual needs to consistently support them. As a result, children are supported well to increase their skills and abilities. The club demonstrates a positive approach towards inclusion by providing activities that are age appropriate and enjoyable based on children's interests. Staff record children's achievements and progress in their development books and share these with parents. This enables parents to see the skills children are developing. Staff share information regularly and hold meetings with the children's teachers to discuss what children have been doing in school as well as any concerns. This provides good continuity of care and support for children's ongoing learning.

Staff promote children's communication and social skills well. They speak with children during activities and listen to their ideas. Staff and children engage in effective discussions, which helps children to think about what they are doing and respond accordingly. Children practise useful skills they develop in school, such as using resources that support their writing skills. For example, children paint and use scissors and a variety of creative materials to develop their control and coordination. Furthermore, children have opportunities to use their imagination and develop their creative skills effectively. Children have access to a well-resourced imaginative play area and spend long periods in pretend play. During the inspection, the children inquire what adults would like to eat and drink. They made a shopping list to prepare the 'food' and served a bowl of 'vegetable soup'.

This promotes children's creative imagination as well as a sense of achievement strongly. Staff support children's physical development well in the outdoor areas. Children access a variety of resources in the playground, which supports all ages and staff participate in group games, which positively encourages children to participate in physical activity. .

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

Children's safety is promoted well at the club and while on outings. Staff follow effective measures to promote children's ongoing safety in the indoor and outdoor environments. Risk assessments are thorough and clearly identify hazards and any action taken to minimise these. For instance, staff and children participate in regular fire drills so that they understand emergency procedures. Good safety equipment promotes children's well-being, such as a safety surface in the outside play area. Children's good health is promoted well through a balanced healthy diet along with many opportunities for regular exercise and physical play.

Staff promote inclusive practice well. They ensure children celebrate various religious festivals and cultural celebrations in a fun and in-depth way and these are reflective of children's cultural backgrounds. For example, children recently made passport books to represent their country of origin. This allows children develop their understanding about their own customs and to value the different customs of their friends and the wider world.

Children's welfare is safeguarded in the event of an accident or illness. Staff follow clear guidelines relating to the recording of incidents and keep parents informed of such incidents. Children's dietary needs are known and respected to ensure they only eat foods that meet their individual needs. Children and staff follow good hygiene practice. For example, children wash their hands or use hand sanitising cleaner before meals, and tie their hair back during cooking activities. Children are developing a sense of responsibility as they help set the dinner table, serve themselves and clean up after meals on a rota basis. Children also enjoy valuable social experiences when eating together.

Staff work closely with the parents to share information about the children's individual needs. They use a club picture book to introduce children to the routines. This and information gathered from parents helps children settle successfully at the club. The management of children's behaviour is an area of notable strength in the club. This is partly due to a well organised staff team who work effectively together to provide a clear structure for children throughout the session. In addition, staff use a buddy system and pair the older children to mentor young children. This promotes friendship and cooperation between children. Staff encourage a supportive environment where children learn to take responsibility and understand the behaviour expectations, such as taking turns and sharing. Staff use games to teach children about the club rules and reinforce these. This helps the children to manage their own behaviour and treat each other with respect.

The effectiveness of the leadership and management of the early years

provision

Children's welfare is safeguarded well. Staff benefit from effective supervision and training so that they have a secure understanding of their roles and responsibilities. They are vigilant and follow clear procedures should they have any concerns regarding children's welfare. Well written policies and procedures and safeguarding information is easily accessible, enabling staff to take prompt action if they have concerns about children. The club has robust systems to ensure staff are suitable to work with children.

Staff implement good procedures for the safe management of the club, including completing daily checks and risk assessments, which are regularly reviewed. Staff and parents have access to a comprehensive range of written policies and procedures, such as for behaviour management and whistle blowing any concerns. These are reviewed annually and updated to reflect changes in legislation, which keeps staff knowledge and understanding of their responsibilities up-to-date. Staff participate in regular meetings which helps them to work in a consistent manner.

Staff work in partnership with parents and teachers in the school well to ensure the needs of all children are met effectively. Parents are offered information about the club and staff inform them about what their children do at the club at collection times. Self-evaluation covers all areas of the club's service and includes feedback from parents and children. For example, this has highlighted the need for more accessible and flexible ways of sharing information with parents, which the management team are currently addressing. Positive steps have been taken to meet the actions and recommendations raised at the last inspection. The staff and management team show a clear commitment to improving the quality of the service.

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	EY414799
Local authority	Greenwich
Inspection number	816430
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	45
Number of children on roll	40
Name of provider	Alpha Chains Ltd
Date of previous inspection	03/02/2011
Telephone number	02088593586

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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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