

# Alphabet After School Club

St. Mary's School, St. Mary's Road, Kelvedon, Essex, CO5 9DS

<b>Inspection date</b>	09/01/2015
Previous inspection date	25/02/2009

<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		3
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 carry out robust and thorough recruitment checks of staff and record information about the identity checks that have been carried out. As a result, children's welfare cannot be assured.
- The provider has failed to notify Ofsted, within the required time period, of changes of individuals that make up the after school club committee. As a result, relevant suitability checks have not been carried out.
- Staff do not provide parents with enough opportunities to share their views on the running of the club. Therefore, changes for improvement cannot be implemented to a good standard and this affects how successful partnerships with parents are.
- Staff do not share enough information about children's learning and development with other settings that children attend during the school day. As a result, staff are unable to fully complement what children are already learning.

### It has the following strengths

- Staff provide a welcoming environment with a sufficient range of toys and resources that support children's learning and development across the seven areas of learning.

## 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 main play room, dining room and had a tour of the after school club.
- The inspector held a meeting and carried out a joint observation with the manager.
- The inspector held discussions with staff, children and parents.
- The inspector held discussions with the staff about the children's progress and achievements.
- The inspector saw evidence of qualifications of staff, self-evaluation, risk assessments, policies and procedures and other documentation in relation to health and safety checks.

## Inspector

Daniella Tyler

## **Full report**

### **Information about the setting**

Alphabet After School Club was registered in 2000, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the grounds of a school in the Kelvedon area of Essex, and is managed by a registered charitable committee. The after school club serves the local area and is accessible to all children. It operates from portable classrooms and there is an enclosed area available for outdoor play. The after school club employs six members of childcare staff. Of these, four hold appropriate early years qualifications at levels 2 or 3. The after school club opens from Monday to Friday during term time and in the school holidays. Sessions are from 7.45am until 9am for the breakfast club, 3pm until 6pm for the after school club and 8am until 6pm for the holiday scheme. Children attend for a variety of sessions. There are currently 11 children attending who are in the early years age group. The after school club supports a small number of children who speak English as an additional language.

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

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

- implement effective recruitment and selection procedures to ensure that people looking after children are suitable to fulfil their roles; this must include obtaining a Disclosure and Barring Service check for each individual who works directly with the children
- ensure that information about staff identify checks, and other vetting processes that have been completed, is recorded. Include the Disclosure and Barring Service check reference number, the date a disclosure was obtained and details of who obtained it
- notify Ofsted of any changes to individual members of the after school club committee.

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

- improve partnerships with parents by providing them with ways they can contribute their views on their children's time at the club, so that staff can take parents' views into consideration when making improvements to the care and education they provide
- improve partnerships with other settings that children attend, by sharing relevant information about children's learning and development, in order to complement the learning that children are already receiving elsewhere.

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

Staff have formed trusting relationships with parents. They obtain information from them about their children's likes and dislikes when they start and use this to provide an environment that motivates the children to learn. Staff regularly share information with them about their children's school day and the activities they have taken part in at the club. Children who speak English as an additional language are happy and settle well. Staff obtain information about the children's home language and culture and use it to support their learning and development at the club. They use a range of words throughout children's play to support them in learning an adequate standard of English.

Children enjoy their time at the club as staff provide a sound range of resources and equipment that support their learning and development. For example, there are

information technology games and resources, where children develop their physical and problem solving skills, as they try to copy the movements of the figures on the screen. Children develop their literacy skills as they are encouraged to write their names of their pieces of work and there is a cosy book area with a range of fiction and non-fiction books. The staff talk with the teachers about how the children have been when they collect the children from school. However, they do not obtain enough information about how the children are progressing in their learning and development. As a result, opportunities to support and extend the children's learning, when they are at the out of school club, are not maximised.

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

Children demonstrate that they feel safe at the club. However, this is undermined as the provider has failed to ensure that all staff working with the children have the appropriate suitability checks in place. In addition, the provider has failed to inform Ofsted of changes to the members on the committee. This also means that the appropriate suitability checks by Ofsted, have not been carried out on any new members. As a result, parents cannot be assured of their children's safety and well-being. Despite this, children form caring bonds with their key person, staff and each other and settle well at the club. Staff provide children with settling-in sessions and obtain information about children's likes, dislikes and daily care needs. This enables them to provide resources and activities that help the children feel at home. Staff share information about children's care needs, and any concerns about their welfare, with reception teachers so their emotional needs are consistently managed and supported, as they move between school, the club and home.

Staff support children's independence skills appropriately. They encourage children to access the toilet, wash their own hands and dress themselves. Staff provide resources that are accessible for the children so they build their confidence and self-esteem as they make choices in their play. Staff provide children with a healthy lifestyle. They serve the children healthy home-made food, such as pasta and provide them with a variety fruit and vegetables. Staff obtain information from parents about children's dietary requirements and allergies. They offer similar meal alternatives for the children and supervise them when they eat, to ensure they only eat food that is meant for them. They support children to understand their own allergies, so they develop an awareness of how to keep themselves safe.

Staff encourage children to take part in regular physical exercise and have access to fresh air. Children use the school field to take part in football and other physical games. In addition, during the holidays, children go on outings to places, such as the local park. Staff manage children's behaviour appropriately. When children disagree over a toy, staff talk to the children about why it is important to share. Children respond positively to this, as well as having an involvement in creating the rules for the club. Children regular take part in emergency evacuation procedures, to ensure they know how to keep themselves safe in an emergency.

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

The provider has failed to meet all of the safeguarding and welfare requirements of the Early Years Foundation Stage. They have failed to obtain Disclosure and Barring checks for every person who works directly with children. They have assumed that the staff members' previous checks are acceptable and failed to record information about identity checks and vetting processes that must be completed. This has a significant impact on the provider's ability to ensure children's safety and well-being. In addition, at the inspection, it was found that the provider had failed to notify Ofsted of changes to individuals who make up the club committee. This is a breach of the legal requirements for both the Early Years Register and the compulsory part of the Childcare Register and affects the efficiency of leadership and management. Despite these breaches of the safeguarding and welfare requirements, staff can identify the signs and symptoms of abuse and know the appropriate action to take if they have concerns about a child. Staff carry out daily checks on the environment to ensure that it is safe for children to be in.

The manager and deputy oversee the educational programmes to ensure that they have a balance of activities that cover the seven areas of learning. They have a brief overview of the children's development and can identify when there is a cause for concern or a gap in their learning, so they can provide the appropriate support. The manager's self-evaluation gives a brief overview of the club's strengths and weaknesses and includes the views of some parents, children and staff. However, this is not well-embedded as they do not offer all parents good opportunities to be involved in the club or share their views and ideas on how it can be improved. Despite this, parents comment that they feel able to approach members of staff about concerns they may have and are aware of the complaints procedures that are in place.

Staff have formed appropriate relationships with parents. Parents comment that they are happy with the care their children receive and that staff are friendly and approachable. Staff regularly share information about the activities that children take part in at the club. Staff have formed positive relationships with the reception teachers at the on-site school. They share daily information about children's care needs and information that has been passed on from parents. However, they do not share information about the progress children are making in their learning and development with the teachers, in order to be able to fully complement and support what the children are learning in school, in the after school club.

### 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:**

- ensure that the registered person, the manager and any person caring for, or in regular contact with children, and any person who lives or works on the premises where childcare is provided (including on a voluntary basis), is suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- ensure the registered person informs Ofsted of the following: the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body (compulsory part of the Childcare Register).
- ensure that the registered person, the manager and any person caring for, or in regular contact with children, and any person who lives or works on the premises where childcare is provided (including on a voluntary basis) is suitable to work with children which, must include obtaining an enhanced Disclosure and Barring Service check (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. 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>	203407
<b>Local authority</b>	Essex
<b>Inspection number</b>	864062
<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>	40
<b>Number of children on roll</b>	86
<b>Name of provider</b>	The Alphabet After School Club Committee
<b>Date of previous inspection</b>	25/02/2009
<b>Telephone number</b>	07751 382315

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

