

Alphabet Tree Childcare Limited

Bernice Hyde Hall, Oxford Road, Sidcup, Kent, DA14 4LW



Inspection date

2 October 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Arrangements for supervision and training of staff are not fully effective to identify areas for development. This is also a breach of the Childcare Register.
- The quality of teaching is inconsistent. Some staff do not respond promptly to children's emerging interest and interact effectively with them to support their individual learning needs.
- Staff do not provide children with a wide range of purposeful learning experiences to help challenge them even further and make better progress.
- Self-evaluation is not fully effective to help identify areas to improve and raise outcomes for children.

It has the following strengths

- Staff work closely with parents to help provide continuity in children's care and learning. They speak to parents regularly about children's activities and how they can reinforce learning at home.
- Children develop secure bonds with their key person and feel happy to play and learn in the pre-school. They make steady progress from their starting points.
- The manager deploys staff well to supervise children's play and keep them safe. There are effective safety procedures and staff carry out regular checks to help children play safely in the learning environment.
- Staff use observations and assessments well to help monitor the progress children make and identify any learning gaps.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> improve the arrangements for the supervision and training of all staff to identify and act upon areas of practice that need improvement to develop their personal effectiveness 	02/11/2017
<ul style="list-style-type: none"> ensure all staff respond promptly to children's emerging interest and interact effectively with them to support their individual learning needs. 	02/11/2017

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

- provide a wide range of learning experiences to help develop children's curiosity and challenge their learning further
- make greater use of self-evaluation to identify and address breaches of requirements and any other areas for improvement.

Inspection activities

- The inspector observed staff interaction with children and the impact this has on their learning.
- The inspector completed a joint observation with the manager and held discussions about children's learning.
- The inspector looked at relevant documentation, including staff suitability and qualifications.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector spoke to members of staff at appropriate times throughout the day and held meetings with the manager.

Inspector

Josephine Afful

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager and staff have a sound understanding of child protection requirements and know what action to take if they have any welfare concerns. There are effective systems to ensure staff working with children are appropriately vetted. However, the manager does not monitor staff practice effectively in order to provide relevant training to support their ongoing development. For example, cover staff do not have up-to-date knowledge of current practice to help them understand their roles and responsibilities effectively. In addition, the manager has not addressed the inconsistencies in staff's teaching. Overall, the manager tracks the progress of all children well and works closely with outside agencies, such as the local authority to provide support for children who have special educational needs and/or disabilities. The manager obtains the views of parents and staff to help evaluate the effectiveness of the provision. However, the current system is not fully effective to identify areas where improvements can be made.

Quality of teaching, learning and assessment requires improvement

Some staff do not respond promptly to children's emerging interests and interact effectively with them to support their learning. They focus their attention on small groups of children and are not aware of what other children are doing. For example, when a group of children joined in a planned activity, staff did not acknowledge those children and left them to stand with nothing to do. Staff organise the daily routines well and encourage children who prefer to learn outside to spend a significant amount of time in the garden to extend their interest. They engage in conversations with children and ask them questions to help develop their communication and language skills. Staff support children to develop their pencil control. For example, they encourage older children to practise writing with stencils and younger ones to use different brushes to paint.

Personal development, behaviour and welfare require improvement

The lack of effective interaction and extensive range of resources and activities do not ensure all children engage well in meaningful learning. Nonetheless, staff are quick to respond to negative behaviours and provide clear explanation to help children learn what is expected of them. They support children's independence. For example, they encourage older children to put their coats on independently and pour their drinks. They provide healthy snacks and use mealtimes to discuss the importance of healthy eating.

Outcomes for children require improvement

Most children develop basic skills they need for future learning. However, some groups of children, particularly those with special educational needs and/or disabilities are not making sufficient progress in their communication and language development. Children settle well and develop good physical skills. For example, they enjoy riding cars and bikes and learn to balance and negotiate curves.

Setting details

Unique reference number	EY483247
Local authority	Bexley
Inspection number	1012321
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	25
Number of children on roll	16
Name of registered person	Alphabet Tree Childcare Limited
Registered person unique reference number	RP907620
Date of previous inspection	Not applicable
Telephone number	07843 983 028

Alphabet Tree Childcare registered in 2015 and is based in a community hall in Sidcup, Kent. The pre-school is open from 9am until 12pm Monday, Tuesday, Thursday, Friday and 12.15pm until 3.15pm on Wednesday, term time only. The pre-school employs seven members of staff, of these five hold appropriate early years qualifications at level 2 and above. The pre-school receives funding to provide free early education for children aged two-, three- and four-years-old.

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