

Inspection of Alphabet House @ Grange

Grange Primary School, Station Road, Long Eaton, NOTTINGHAM NG10 2DU

Inspection date:

13 December 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children arrive at the end of the school day after being collected from their classroom. They are clearly familiar with the routines in place. Children take responsibility for their own belongings. They place their coat and bag in the cloakroom and eagerly greet their friends and staff. Children display positive and respectful relationships with the adults who look after them. They smile widely and are very happy to see the club staff. Staff talk to children about their day at school and children are comfortable in seeking out support for tasks, such as tricky zips and buttons on their coats. Children quickly settle to enjoy their favourite activities, such as building balloon towers.

Children's ideas and interests are used to plan activities. Children are encouraged to add their own thoughts to the planning sheet to ensure staff are aware of what they would like to do later in the week. This supports children's confidence in developing their own play. Children are also able to choose from a wide range of resources independently to develop their own play. There are opportunities for children to complete quiet activities, such as peg boards. If they prefer, they can access the outside to develop their physical skills playing games, such as football and basketball.

What does the early years setting do well and what does it need to do better?

- Staff know children well. They gather information about children's individual needs and interests from parents and teachers. This helps staff to provide care and activities to create an inclusive and fun environment.
- Staff listen to children and value their views. Children lead the planning of activities and write down what they would like to do, so that staff can ensure resources are available. For example, children ask to make their own play dough and so staff ensure that flour and salt are in the baking cupboard. Children respect their environment. They handle resources with care, and tidy up after themselves. They remind each other to 'choose it, use it and put it away'. However, some staff do not always enable children to solve their own problems. For example, staff tell children how to change the colour of the shaving foam they are exploring and mark making in.
- Staff recognise that some young children need to rest and unwind after a long day at school. There is a comfy sofa for younger children to sit on with staff and read a book or have a nap if they need to. Other children need to be active outside, and staff give them the choice of when they want to go outside. There is an effective key-person system in place to ensure children's care needs are met.
- Children are encouraged to be independent and take responsibility for their own

needs. For example, children choose a filling before making their own sandwiches for tea. They pour their own drinks and clear away their plates when they have finished.

- Staff have high expectations of children's behaviour. They sensitively help children to resolve any issues. For example, children are successfully encouraged to think things through and talk to each other. Children talk about their feelings and write messages on crumpled heart shapes to show how unkind words can leave a lasting impression. They learn to regulate their feelings and be considerate to others. Children are well behaved. They listen to staff and follow instructions very well. When children say please and thank you they are praised for using their manners.
- Parents speak positively about the club and staff. They appreciate the opportunities for their children to socialise and enjoy activities in wider groups. Parents comment that their children are always happy to attend the club and that they find staff approachable and friendly. They value the support that staff give to their children. They say that children speak about what they do and enjoy the activities provided at the club.
- The well-being and professional development of staff are important to the owner and manager. Staff receive an induction and complete mandatory training, including safeguarding and first aid. Their well-being is supported and staff work well as a team to support each other.

Safeguarding

The arrangements for safeguarding are effective.

Staff are vigilant in implementing safety and security measures. They effectively risk assess the indoor and outdoor environments to keep children safe. Staff demonstrate a good understanding of the safeguarding procedures to follow if they have concerns about a child, or the conduct of a colleague. The manager and deputy have a strong understanding of their safeguarding responsibilities. They regularly check that staff's knowledge is up to date. They provide opportunities for staff to refresh their knowledge and further enhance their current practice. Staff deal with accidents immediately and appropriately with first aid, care and attention. Children are comforted by staff and parents are informed.

Setting details

Unique reference number	EY453200
Local authority	Derbyshire
Inspection number	10233854
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	70
Number of children on roll	130
Name of registered person	Forest Schools Nurseries Limited
Registered person unique reference number	RP903511
Telephone number	07716443053
Date of previous inspection	13 February 2017

Information about this early years setting

Alphabet House @ Grange registered in 2012. The club employs five members of childcare staff. All five hold appropriate early years qualifications at level 3. The club is open each weekday from 7am to 8.45am and 3.15pm to 6.30pm, during the term time, and from 7am to 6.30pm during school holidays. The club closes for bank holidays and the Christmas holidays.

Information about this inspection

Inspector

Lianne McElvaney

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager took the inspector on a learning walk around the club to share what the staff provide and how this assists children in their learning and development.
- The quality of interactions during activities indoors and outdoors was observed, and the inspector assessed the impact this has on children's enjoyment.
- The inspector spoke with management, staff, parents and the children at appropriate times throughout the inspection.
- The inspector carried out joint observations with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff.

We carried out this inspection 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.

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