

Inspection of Alphabet After School Club

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

Inspection date:

8 March 2023

The quality and standards of early years provision

This inspection

Not met (enforcement)

Previous inspection

Good

What is it like to attend this early years setting?

This provision does not meet requirements

Children's welfare is not assured. Leaders have failed to notify Ofsted of changes to the trustees and committee members. This means that Ofsted has been unable to check their suitability. Although they do not have direct contact with children, they do have access to confidential information regarding children and staff.

Children are collected from their classes by familiar staff before walking back to the club. Once inside, there is a flurry of activity as children choose from the activities on offer. Children competitively play a game on the indoor football table. They join each other's teams to see which side scores the most goals.

Children are provided with an array of games and activities that encourage them to work together. This helps them to build strong friendships. Children enjoy playing a game of pool. When they are not sure how to play, others help them to understand the rules of the game. Children work together to build a jigsaw puzzle. They persevere until the last piece is fitted and celebrate their achievements.

Children enjoy joining in with a variety of craft activities, such as making cards for Mother's Day. They use their creative skills as they decorate wooden magnetic hearts to take home.

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

- Members of the management committee do not fully understand their roles and responsibilities for meeting the requirements of the early years foundation stage. They have not notified Ofsted of changes to those who have oversight and management of the club, including the nominated individual.
- The management team understands the need to carry out safer recruitment checks, including obtaining a Disclosure and Barring Service check for new staff. However, this has not been completed for some staff, which means their suitability cannot be assured.
- Children's emotional well-being is supported well. Older children act as good role models and encourage younger children to join in with games. They demonstrate how to set up the shopping game with small characters and encourage them to select a shopping basket and choose their items. This supports children's growing confidence as they play alongside others.
- Children generally behave well. Staff clap their hands to attract the attention of all children, who respond and look for instruction. Children manage their own conflicts well. Staff are on hand when children need further support to help manage their feelings. They are sensitive when a child becomes overwhelmed, offering support to help them manage their feelings.

- Children express that they are happy at the club, and some have been attending for a few years. They particularly enjoy the variety of activities on offer that meet their interests. Children feel that their views are taken into consideration in the choice of resources on offer. They can select different items from the storage cupboard to meet their needs. This gives children the opportunity to make their own choices and lead their own play. Older children shared their wishes for additional equipment with the staff. They are delighted with the new pool table they requested.
- Children have space to be active, which supports their physical health and well-being. They are able to use the school playground to exercise. Inside, children take pleasure in rehearsing their dance moves with their friends and have the opportunity to play indoor games.
- The manager is reflective. She keeps a daily log of what children have enjoyed doing and of any requests to inform future sessions. This means that children have activities and resources that capture their attention and keep them occupied. As a result, children are motivated and engaged.
- Parents are complimentary about the club. Many of the children have followed their older siblings into the club. They state that their children are always happy to attend. They report that the club accommodates any of their requests.
- Staff carry out risk assessments before the children arrive to make sure the hall and toilets are clean and free of any hazards. This helps to ensure that any risks to children are minimised and that children can enjoy playing safely.

Safeguarding

The arrangements for safeguarding are not effective.

The provider has not ensured that those who have access to sensitive information regarding children and staff are suitable to do so. They have not followed the procedures to allow Ofsted to complete suitability checks on members of the committee. This means children's welfare is compromised. Staff understand their roles and responsibilities to protect children from harm. They have attended regular training to ensure that their knowledge is up to date. They are aware of the signs and indicators that may mean a child is at risk of harm or abuse. However, staff do not know where to report concerns they may have regarding another member of staff, in line with local safeguarding partners.

What does the setting need to do to improve?

The provision is not meeting requirements and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date

improve knowledge of the requirement to supply Ofsted with the necessary information in relation to any changes to the nominated individual and any committee member, to enable suitability checks to be carried out	27/03/2023
ensure that members of the management committee have a secure understanding of their roles and responsibilities	27/03/2023
ensure all adults who work with children or who have access to sensitive records have appropriate vetting checks in place, including a Disclosure and Barring Service check	27/03/2023
ensure that all staff understand the safeguarding policy and the procedures to follow if they have concerns about an adult working with children.	27/03/2023

Setting details

Unique reference number	203407
Local authority	Essex
Inspection number	10265170
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	40
Number of children on roll	101
Name of registered person	The Alphabet After School Club Committee
Registered person unique reference number	RP909899
Telephone number	07751 382315
Date of previous inspection	26 May 2017

Information about this early years setting

Alphabet After School Club registered in 2000. The club employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 3. The club opens from Monday to Friday, during term time. 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.

Information about this inspection

Inspector

Shelly McDougall

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- Children told the inspector about their friends and what they like to do when they are at the club.
- Staff spoke to the inspector during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the club.

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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