

# Inspection of Alphabets Childrens Club

Sale United Club Room, Crossford Bridge Pavilion, Sale M33 7WR

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Inspection date:

13 February 2024

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

**This  
inspection**

**Met**

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Previous  
inspection

Outstanding

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Staff create a welcoming environment. As a result, children enter the setting happily. They quickly become absorbed in activities with their friends. Children demonstrate a strong awareness of the well-embedded daily routines as they line up to play outdoors. Staff understand the importance of developing positive relationships with the children. They get to know each child and plan a range of exciting activities that meet their individual needs and interests. Staff provide an inclusive environment. For example, boys and girls team up to play a game of football. Children show that they feel safe in their surroundings. They are confident to go to staff for reassurances about what is happening next. Staff provide a wide range of activities to help children develop their physical skills. For example, children particularly enjoy going to the park to use the play equipment. This is evident from their beaming smiles and laughter.

Children are well behaved and show consideration to others. For example, children hold the door open for their friends. Staff actively encourage children to be as independent as possible. Children confidently select their own resources and choose where to play. Younger children are confident to approach their peers for support. For example, as children get ready to go outdoors, they ask older children to help them put on their coats and high-visibility tabards. This effectively supports children's confidence, self-esteem and helps them to develop a strong sense of belonging.

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

- The manager and staff work well together to provide an exciting range of activities that build on children's interests. They carefully consider the individual needs of children and regularly consult with them about the activities provided. This helps children to have a voice, feel valued and included.
- The key-person system is strong. For example, staff know that some children are interested in wrestling. As such, they ensure that the wrestling figures are available on the days children attend. Consequently, children are happy and settled.
- Staff carefully consider the needs of children with special educational needs and/or disabilities to ensure that they are fully included. They work collaboratively with parents and teachers to ensure that children's individual needs are identified. This enables them to create an inclusive and enabling environment in which all children learn new skills and make friends.
- Staff have high expectations for children's behaviour. They talk to children about the setting's rules, which are firmly embedded into the daily routines. For example, children know and understand why they need to sit down when eating.

Furthermore, staff help children to regulate their behaviour. They stoop down to talk to children at their level and use a calming tone. This helps children to focus and listen. Consequently, children are more able to manage difficult situations.

- Staff are good communicators. They provide clear explanations to children's questions. Staff also help children to understand safe practices. For example, staff talk to children about why they need to wear a high-visibility tabard. Consequently, children understand why they must wear their tabard when playing outdoors.
- Staff provide a range of activities that complements children's learning at school. For example, children thoroughly enjoy creating Valentine's Day cards. This supports children's learning and creativity.
- Staff help children to learn new skills. They model how to use equipment, such as scissors and the see-saw, safely. Children are confident to ask for support and take immense pride in their achievements. For example, as they manage to keep the swing moving, they shout, 'I did it!'. Consequently, children learn to have confidence in their own abilities.
- Staff help children to develop an awareness of good hygiene and health practices. Children know and understand why they need to wash their hands before meals and after going to the toilet. Children have many opportunities to be active to maintain their physical health. For example, they understand the need to drink water to remain hydrated after exercising. Consequently, children develop positive attitudes to remaining fit and well.
- Partnerships with school are positive. The staff reliably pass on messages between the parents and teachers. This continuous flow of information effectively supports the children's needs.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	EY499222
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10311796
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 11
<b>Total number of places</b>	64
<b>Number of children on roll</b>	0
<b>Name of registered person</b>	Brookes, Valerie Ann
<b>Registered person unique reference number</b>	RP901143
<b>Telephone number</b>	07919 206461
<b>Date of previous inspection</b>	10 April 2018

## Information about this early years setting

Alphabets Children's Club registered in 2016. The club employs seven members of childcare staff, all of whom hold qualifications at level 3. The club opens from Monday to Friday, all year round. Holiday club sessions are from 7.30am to 6.30pm. Out-of-school sessions are from 7.30am to 9am and 3pm to 6.30pm.

## Information about this inspection

### Inspector

Chris Scully

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector observed the interactions between staff and children.
- The inspector spoke to children, to find out about their time at the setting.
- Staff spoke to the inspector during the inspection.
- The manager showed the inspector documentation to demonstrate 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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