

# Alpha Day Nursery

Inspection report for early years provision

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**Unique reference number** EY224877  
**Inspection date** 23/09/2008  
**Inspector** Angela Ramsey

**Setting address** St. Johns Congregational Church Hall,, Bensham Manor  
Road,, Thornton Heath, Surrey, CR7 7AG  
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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Alpha Day Nursery has been open since July 2001. It operates from a church building located in Thornton Heath, and serves the local area. The nursery has exclusive use of the nursery areas during hours of operation. Children are divided into age appropriate groups and have access to a secure garden area.

There are currently 30 children aged from six months to five years on roll. Of these, nine children receive funding for nursery education. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery is open daily for 49 weeks of the year, closing at Christmas and for one week during the summer and Easter. Operational hours are between 07.30 to 18.00. A total of 13 staff work with the children. Staff hold the following childcare qualifications: NVQ Levels 2 and 3, Diploma in Montessori teaching, CACHE Level 2 and 3 and a Diploma in Pre-School Practice. The manager/proprietor has achieved her Early Years Professional Status. The nursery receives training and support from the Early Years Development and Childcare Partnership (EYDCP).

The nursery is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

The setting is effective in meeting the needs of the children in the Early Years Foundation Stage (EYFS). Partnerships with parents, speech and language therapists and other childcare professionals is a key strength which significantly contributes to the needs of all children. Staff create a safe, stimulating and fun environment where all children are included and feel welcome. All recommendations from the last inspection have been met. The settings self-evaluation is effective in identifying strengths and areas for improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- increase opportunities for children to enjoy the outdoor area
- develop staff's confidence to record observations of children's progress and next stages of development
- improve the current self-evaluation systems to ensure they are clear and concise and show how improvements will be achieved and their impact

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

The management team are focused on enabling all children to make good progress in their learning and development, and promoting their welfare. There is a coherent sense of purpose between adults who work together. Good links have been formed between parents/carers and staff. The impact is seen in the good and rapidly improving progress made by most children in all the areas of learning, in their sense of security and well-being.

The group's current self-evaluation systems takes into account the views of parents/carers, and staff and identifies any areas for improvement. However, the self-evaluation does not include the steps required to promote improvement.

Robust vetting procedures for all staff who work with children are in place ensuring that children are cared for by suitable adults. Staff and resources are well deployed. The setting runs smoothly as staff in each room work well together. Effective risk assessments are in place, which serve to manage or eliminate risks.

Inclusive practice is promoted ensuring that all children have their welfare needs met and achieve well. Effective links with parents/carers, early years and speech and language therapists have been formed, ensuring all children have their welfare needs met and achieve well.

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

The learning environment helps children make good progress towards the early learning goals. Children show positive attitudes to learning. Staff plan and create interesting play opportunities taking into consideration each child's individual learning aim in line with the EYFS. This ensures that each child receives an enjoyable and challenging array of experiences across the areas of learning. Children are well supported and staff interact positively and are aware of children's starting points and encourage children's individual interests.

Each child is assigned to a key person whose responsibility it is to ensure observations are completed and that these observations are used to plan for children's next steps in learning. Although some staff have started completing observations, the information gathered is not used effectively to forward plan and identify next steps for children's individual learning.

Indoor activities are planned and organised well and include a varied balance of adult-led and child-led activities from which children can choose. Babies are able to explore resources and toys by using their senses. For example, when playing with activity centres they enjoy pressing buttons, listening to sounds and watching eagerly to see what happens next.

As the younger children become mobile they are able to pull themselves up to a standing position using the furniture. Young children are encouraged to develop their curiosity, co-ordination and physical abilities as they move around the safe and interesting environment within the baby room. This results in children being active learners. Staff encourage children's language skills by engaging through conversation and through looking at books with them. Young children also practise

their language skills by having pretend conversations on toy telephones.

Children under three years enjoy taking part in creative activities. Hand printing provides the opportunity for children to feel the texture of the paint and watch the result as they are assisted to make prints on paper. Activities that enable children to explore and investigate are also provided. For example, shaving foam is sprayed onto a large mixing board and children feel the texture and make marks in the foam. Plastic bottles are filled with dried pasta and connected together. These enable children to make 'music'.

Children play creatively and constructively indoors, however, opportunities for utilising the outdoor play space is not effective and this area is not used consistently. Children are happy, make particularly good progress in their personal, social and emotional development. This is due to the fact that children are well supported and staff have high expectations of behaviour. For example, children are expected to take turns when using the computer. Children also assist staff with tidying away the toys and setting the tables for lunch. At lunch time children serve themselves.

New children to the setting settle well according to their individual needs. Parents are encouraged to stay with their child initially. As the days progress parents leave their children for short sessions until their child is settled. Children attending who have English as an additional language are well supported. The diverse staff team speak the following languages between them; Danish, German, Hindi, Portuguese, Spanish, Twi, Tamil, Urdu and Yoruba. A variety of resources that depict positive images including posters, photographs, books and small world figures are available. The providing of these enable children to be aware of and embrace differences.

Opportunities for children to practise problem solving, reasoning and numeracy skills are provided. For example, when using the computer children are able to identify number patterns and recognise numerals and match the figure to the same number of objects.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted

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