

# Alphabet Corner

Inspection report for early years provision

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<b>Unique reference number</b>	EY386386
<b>Inspection date</b>	08/04/2009
<b>Inspector</b>	Lilyanne Taylor
<b>Setting address</b>	309 London Road, PORTSMOUTH, PO2 9HQ
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<b>Email</b>	
<b>Type of setting</b>	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 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

Alphabet Corner nursery was registered under the present owners in 2008. It is a privately owned nursery and operates from a semi-detached house in the North End area of Portsmouth. The premises are for the sole use of the nursery and there is a fully secure outdoor play area.

The nursery is registered to care for a maximum of 54 children under eight years at any one time; all of whom may be in the early years age group. Currently there are 75 early years age group children on roll. The nursery provides funded early education for three- and four-year-olds.

Care is also able to be provided for children over the age of five years. This provision is registered by Ofsted on the voluntary and compulsory parts of the Childcare Register.

There are 17 staff employed of whom 10 hold appropriate early years qualifications to at least NVQ Level 2. The nursery is open Monday to Friday 07:30 - 18:00, 51 weeks of the year, closing for one week over the Christmas period and all Bank Holidays.

## Overall effectiveness of the early years provision

The overall quality of the provision is good. Children's welfare, learning and development is promoted well because the staff team have effective systems in place to identify and cater for their individual needs. All children are making good progress towards the early learning goals in all areas. Children are recognised as unique individuals and are extremely happy and settled during their time in the nursery. Management and staff are successful at assessing and evaluating the organisation of the premises and practice as a whole; they are able to identify the strengths and most weaknesses. Since registration management have made several changes to the environment in which children are cared for and plans they have in place to further improve the organisation of the premises is ensuring the nursery continues to develop for the benefit of all children who attend.

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

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

- ensure all staff have knowledge of the authority to whom a child protection referral should be made to
- ensure fire drills are practised with all children
- continue developing links with other providers of the Early Years Foundation Stage to ensure effective continuity and progression for all
- continue to review how parents can be fully involved in the planning of their children's next steps of learning

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

Management and the well established staff team work closely together to monitor, review and continuously evaluate all aspects of the nursery. As a result, an action plan is in place to further improve the setting. For example, management and staff are aware that children are not able to freely use the outdoor play area because the only access to the garden is via the kitchen. To overcome this during the summer months patio doors are to be fitted in the dining room area.

The manager carries out regular one-to-one meetings with staff and endorses ongoing training to further improve the knowledge and skills of the staff team. Consequently, staff who do not already hold an early years qualification are working towards achieving one.

Extremely robust, comprehensive recruitment and vetting procedures are implemented to ensure all adults working with the children are suitable to do so. All policies, procedures and documents are in place as required and most are effectively carried out in practice.

Although staff have a sound knowledge of the signs that may indicate a children is being abused they are not fully aware of the authority to which any concerns they may have should be referred to. Consequently, this could potentially delay any action that may need to be taken to ensure children's welfare is fully safeguarded

Partnership with parents is good and clear. The nursery has an open door policy and welcomes parents into the setting to stay with their children until they feel confident and secure to be left alone. Parents receive good information about the operational procedures of the nursery and the Early Years Foundation Stage(EYFS). They are able to express any views they have of the setting; this may be done through talking to the manager, member of staff or via a questionnaire that is sent out regularly. In addition, Ofsted can also be contacted because the details of the regulatory body is displayed.

Parents are encouraged to share what they know about their children's learning and development. In addition, they have access to their children's learning journey books which show the progress they are making and the stage of development they are at in relation to the early learning goals of the EYFS. However, the nursery has identified that parents are not being fully involved in the planning of their children's next steps of learning and are currently considering ways in which this can addressed.

The nursery is just beginning to build links with local schools and other providers of the EYFS, to ensure children who attend more than one setting receive a balanced range of activities to complement their experiences outside of the nursery. However, the systems are not fully developed at this time.

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

Children have fun and enjoy their learning because staff ensure the children benefit from a friendly, relaxed and nurturing atmosphere. All children who attend the nursery have access to an extensive range of resources, materials and experiences and benefit greatly from the exceptionally well organised learning environment.

Staff spend time observing and assessing the children's achievements and collate this information to identify their next steps. Alongside the planned curriculum, staff are able to extend and challenge the children on a one-to-one basis because they all know what the individual children are working towards. Children are treated as individuals and staff are enthusiastic and extremely motivated as they observe the children's continuing progress everyday.

Children benefit from the good quality interaction with the staff team. Everything the staff say and do with the children has a purpose and a focused outcome, promoting the children's development and learning well. Children have many opportunities to initiate their own play and staff are extremely skilled at asking open ended questions, encouraging the children to think about what they are trying to achieve. During 'plan do and review' time, children select the activity they wish to engage in, carry it out, then sit in a group to share their experiences with others. Children learn from an early age how to express themselves; staff teach them simple makaton signing. New children settle well and are supported to become familiar with the daily routines through the use of a pictorial timeline.

Staff are adept at incorporating a whole range of learning outcomes into one activity, ensuring the children have fun and enjoy their learning. For example, snack sessions develop into an activity where children talk about the world around them and the importance of healthy eating. They identify the colours of the plates and cups and match the number of pieces of fresh fruit, cheese or crackers they have to the written number and dots on a card. Children are aware of good hygiene practices with regards to eating and confidently use tongs to serve themselves with snack items.

The nursery has a comprehensive healthy eating policy, which is shared with parents. In addition, parents are provided with suggestions of how they may like to involve their children in the preparation of simple healthy snacks/meals at home. For example, when making a fresh fruit salad, allow the children to use knives, under supervision, to cut up the soft fruits.

Children are secure because staff are extremely vigilant and ensure the premises are safe for their use at all times. Comprehensive written risk assessments are carried out and all visitors are required to sign in and out of the premises. The door to the nursery is kept locked to ensure no unauthorised person can gain access to the children, ensuring they are protected at all times. Some children learn how to evacuate the building quickly and safely as they practise regular fire drills.

Children behave exceptionally well because they know what is expected of them and they are kept fully occupied throughout the day. Staff implement the clear rules and boundaries consistently, and ensure children receive positive praise and encouragement in recognition of their efforts. For example, when they help each other, or help to tidy away the resources.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **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