

Alphabet Nursery

Inspection report for early years provision

Unique reference number	EY338944
Inspection date	12/08/2009
Inspector	Anne Mitchell
Setting address	14 Herbert Road, Westbourne, Bournemouth, Dorset, BH4 8HD
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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 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 Day Nursery has been registered since 2006. It is privately owned and operates from a large converted house in Westbourne, between Bournemouth and Poole. The nursery is open from 08.00 until 18.00 for 51 weeks of the year. The children use the ground floor and first floor. There are various play rooms and sleep rooms. There is a secure garden for outdoor play.

The nursery is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. A maximum of 28 children may attend at any one time, all of whom may be in the early years age group. There are currently 62 children on roll, all of whom are in the early years age group. A total of 11 children are in receipt of funding for nursery education. The nursery supports children who speak English as an additional language. A total of 12 staff work with the children, ten of whom hold relevant early years qualifications. There are currently three members of staff who are working towards a qualification. The setting receives support from the Bournemouth Early Years.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children's individual needs are effectively met by a well qualified and experienced staff team. They are well informed of children's changing interests and enthusiasms through close liaison with parents and carers. This enables them to help children make good progress towards the early learning goals. Continuous improvements are made through the secure systems to monitor and assess the provision.

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 develop their understanding of problem solving, reasoning and numeracy in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding.

The leadership and management of the early years provision

There are secure systems in place to recruit and vet new staff, ensuring that all adults working with the children are suitable to do so. Risk assessments are completed regularly and are clearly displayed in each room. Additional risk assessments for outings are also recorded to ensure children are safe and secure in the nursery, in the garden and on outings. Staff have good understanding of the signs and symptoms of possible abuse, and are clear about the procedures to follow in the event of any concerns being noted. This ensures that children are well protected from harm and neglect.

Staff are enthusiastic and work well as a team. They demonstrate a commitment to continued training to support their personal and professional development, and to ensure that outcomes for children are well promoted. Effective induction procedures ensure that even junior staff are fully aware of, and follow, the nursery's procedures.

There are successful systems in place to monitor and assess the provision. Staff, parents and children are involved in the process to identify strengths, and any areas for development.

The nursery is working towards Bournemouth Quality Standards programme, and is supported by the early years advisors. A clear action plan demonstrates that staff have identified areas to improve, such as use of the garden and additional opportunities for children to make choices in their play.

The nursery has a strong partnership with parents and carers. Regular newsletters keep them informed of any staffing issues, planned projects and other news. Communication books ensure information is shared on a daily basis. The partnership is encouraged through the use of 'Superstar Surveys' where parents are encouraged to write about their children's changing interests and any progress and development at home. Parents and carers are welcome into the nursery, and are able to be involved in play sessions. In discussion with parents, they clearly value the level of care and education their children receive and say that they feel '...the nursery has played an important role in their children's development' and that staff are '...reassuring and know the children well' providing them with the confidence to leave their children in their care.

The quality and standards of the early years provision

The learning environment helps children progress well towards the early learning goals. Toys are stored in low level storage to encourage children to be independent. Bright, well organised rooms with good displays and posters provide a comfortable, child orientated environment. Children throughout the nursery are happy and confident. Pre-school children sit together at circle time to sing the 'greeting song' and others. Children participate with enthusiasm. They have 'show and tell' and demonstrate good manners and caring relationships. Children share nicely and treat others' property with respect. There are good opportunities for mark making with felt pens and markers. In the garden children water the plants and flowers. They grow tomatoes, potatoes and carrots. Children dig to find some remaining potatoes, and look at a snail that has made its way into the potato bag. Staff extend the activity and bring a bowl for children to collect the vegetables. Indoors children wash and cut the potatoes they picked, as well as a selection of other vegetables to make a soup. Staff and children talk about the vegetables, how they taste and smell, increasing their knowledge and understanding of healthy lifestyles. Circle time provides opportunities for children to count and recognise numbers, however there are fewer opportunities for children to explore problem solving, reasoning and numeracy through a broader range of contexts.

Babies enjoy a high level of positive interaction, and staff are caring and

affectionate. They spontaneously sing action songs with the babies, who participate with enthusiasm. The children explore treasure baskets, banging the coconut with a wooden spoon. Babies are already learning about sharing and making good relationships. A baby approaches an adult with cup and offers it to her to 'drink'. Staff involve children in role play as they 'cook' and stir 'food'. Babies' home routines are followed to ensure consistent care.

Children's progress in their learning and development is clearly recorded, and these records inform future planning. From regular observations on children, staff complete 'All about me' profiles every three months to update children's progress and interests. These are also helpful as children move from room to room to enable new staff to know where children are in their development. Children's progress throughout the nursery is recorded in their own 'Learning Journey' book, illustrated with photographs, providing a clear record of children's development.

Children are learning to take responsibility for their own health and safety while being effectively supported by staff. For example, they understand the importance of sun safety and spontaneously put on sun hats and help to apply sunscreen. They cut the fruit carefully, taking considered risks in a safe environment. A member of staff asks, 'Why must we be careful with the knives?'. Children reply, 'We don't want to cut our fingers'. Children's health and welfare are well promoted. They enjoy healthy balanced snacks and cooked meals. Children eat with relish and enjoy their food. They have good opportunities to enjoy fresh air and exercise in the garden and on outings, and through dance activities.

Children behave well because staff are good role models and promote a culture of respect.

Children know and understand the clear boundaries. All age groups play together in the outdoor play area and learn to be kind to their younger peers, giving cuddles and holding hands. At circle time a child brings a favourite toy to show his friends and tells a member of staff 'They can all have a play if they like'.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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