

# Alphabet Day Nursery

Inspection report for early years provision

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| <b>Unique reference number</b> | EY276060   |
| <b>Inspection date</b>         | 21/04/2010   |
| <b>Inspector</b>               | Lynne Elizabeth Lewington / Margaret Moffat                |
| <b>Setting address</b>         | Chiltern Edge School, Reades Lane, Sonning Common, RG4 9LN |
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| <b>Type of setting</b>         | Childcare on non-domestic premises                         |

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## 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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## **Description of the setting**

Alphabet Day Nursery is privately owned. It opened in 2003 and operates from three childcare rooms in a purpose-built building. It is situated within the grounds of Chiltern Edge School, Sonning Common. The setting has level access and toilet facilities on the ground floor. All children share access to a secure, enclosed, outdoor play area. The nursery is open each weekday from 8am to 6pm all year round.

A maximum of 48 children may attend the nursery at any one time. There are currently 37 children aged from birth to under eight years on roll. Of these, 35 children are in the early years age range. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Child Care Register. Children come from the local and surrounding areas. The nursery supports children who speak English as an additional language.

The nursery employs ten staff. The manager and seven staff hold appropriate early years qualifications. There are three staff working towards a qualification in childcare. The setting is also supported by three regular volunteers.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children form happy confident relationships with the adults in this setting. Staff know the children well and encourage their development sensitively. Positive relationships develop with parents through information sharing, newsletters and social events ensuring good communication between all involved in the children's care. The leadership and management are enthusiastic and committed to making improvements to the service they offer. They seek feedback from parents and professionals and maintain action plans indicating the progress they are making towards their goals.

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

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

- improve the general cleanliness of the environment both indoors and out
- encourage children and staff to care for the toys, equipment and environment as part of their daily routine
- improve children's opportunities to use books to support their learning and develop staff awareness of encouraging young children's opportunities to count in their everyday activities

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

A simple clear safeguarding policy ensures parents and staff are aware of the actions required if there are concerns regarding child protection. A comprehensive risk assessment is in place for the premises and thorough risk assessments are undertaken for outings ensuring the children are safe at all times. A security lock into the main nursery and a secure garden area prevent unsupervised access to the premises. Records indicate fire drills are regularly undertaken ensuring the staff and children can all evacuate the premises swiftly if required.

Children have access to an attractive purpose built outdoor area. A large colourful sun canopy enables outdoor play in most weathers and a newly developed nature area is used for growing items and the care of the pet rabbits. The indoor rooms for babies, toddlers and pre-school children are spacious and provide appropriate accommodation for activities, toilet needs and rest. However, thorough cleaning and tidying routines are not followed and consequently some areas appear unclean and unkempt. For example, in the garden area, small toys have been abandoned in the garden and are buried under the rotting leaves in the play houses and near the fences. There are some attractive displays of the children's work but many are torn and falling down. This does not reflect the good work undertaken in the setting positively.

Positive partnerships develop with parents through the warm welcome children and their parents receive in the setting. Information regarding the youngest children is recorded and shared daily ensuring parents are well informed of their child's day whilst for older children information is shared face to face if required. Parents speak positively of the setting, one commenting on how well the staff plan and adapt to the individual child's needs. The children's records include good quality observations and link clearly to the next steps in the children's learning. They are reviewed regularly and shared with parents enabling the staff and parents to work in partnership promoting the children's development.

Positive relationships with others in the community develop through the many outings the children undertake, the visitors to the setting and the contact with support services. Links are also made with schools where possible. These all provide beneficial learning opportunities for the nursery children.

The detailed information gathered from parents and carers enables the staff to fully understand the children's culture, individual needs and routines and therefore meet them appropriately. They have books, resources and displays which reflect a multicultural society. They meet different people on their outings and when visitors attend the setting all helping the children to accept people's differences. For example, they have met a pilot, a nurse and the farm has visited.

The leadership and management are committed to improving the service they offer. They have undertaken self evaluation and made use of opportunities for professional feedback and regularly seek the views of parents leading to detailed action plans. Staff are encouraged to develop their skills for the benefit of the

young children in their care. The owner has clear ideas of the improvements he intends to make to the play environment and resources. The enthusiasm and commitment of the owner and manager indicate the setting will continue to improve the service they offer.

## **The quality and standards of the early years provision and outcomes for children**

Children demonstrate an increasing awareness of their own safety as the staff gently remind them to take care and hold on as they climb in the outdoor environment. Good care is taken to ensure the babies are secure in their high chairs at meal times and that food is the appropriate temperature. Children are developing their awareness of the need to treat the rabbits respectfully and gently as they stroke them and comment on their experience. On outings the staff talk to the children about safe behaviour as they cross roads. Good routines are followed at sleep times to check on sleeping, children ensuring they remain safe at all times.

Children enjoy good quality appetising healthy meals. For example, sausage, mash and vegetables followed by yoghurt. At snack time they eat fruit and enjoy a drink of water. Drinks are available throughout the day ensuring the children do not become dehydrated. Healthy routines help the children to feel confident and secure in the environment. They have busy active times with plenty of opportunities for fresh air and physical activity, times for quiet activity and regular meal and snack times to promote their energy levels. Children demonstrate an awareness of good hygiene as they wash their hands after toileting independently in the bathroom however, sometimes staff encourage hand washing in a bowl with a communal towel which encourages cross infection.

All aspects of children's learning is encouraged in a relaxed manner, enabling the children to make choices in the activities they wish to do. Staff are attentive, they listen to the children and comment on their activity encouraging conversation and extending the activity. For example, children make their own creations with boxes, card, glitter and glue. They develop their physical skills as they use the scissors, spread the glue and pour the glitter. When children express an interest in dancing the adult helps them to set up the tape player and an appropriate tape. He joins in with the children encouraging their actions to the songs. The enthusiasm is infectious and other children join in developing their confidence in front of their friends and carers.

Children are developing their knowledge and understanding of the world through their care of the rabbits and the green bean seeds they grow for the vegetable garden. The natural environment enables the children to develop their senses and increases a sense of well being. It also increases their awareness of the changing weather. They have access to sand and water and experiment as they play.

Staff encourage the children's language development as they play. For example, the younger children are helped on the outdoor equipment and the staff talk to them about what they are doing. Children enjoy mark making as they paint with

water on the boards attached to the fence and they talk to adults about their creations. Whilst good quality books are available they are not attractively displayed throughout the setting to support the children's learning and interests. The older children are encouraged to count in their activities, recognise shapes and position as they play. However, staff miss opportunities to encourage the younger children to count as they play.

Behaviour is good. The staff are good role models, they speak to each other and the children respectfully, calmly and use good manners at all times. They are sensitive to the children's experiences and consequently predict and manage them well. For example they are aware of the impact of changes at home such as new baby and help to prepare children for this experience. Children are learning to share, take turns and show concern for their playmates. However, they are not encouraged consistently to help to look after their toys and equipment by packing them away at the end of their activities.

## 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*

### The overall effectiveness of the early years provision

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|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

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

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|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 3 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding  | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships  | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 2 |
| The extent to which children adopt healthy lifestyles            | 3 |
| The extent to which children make a positive contribution        | 2 |
| The extent to which children develop skills for the future       | 2 |

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

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| 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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