

Alphabets Private Day Nursery

Inspection report for early years provision

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Inspector	Krystina Chitryn
Setting address	37 Poplar Grove, Sale, Cheshire, M33 3AX
Telephone number	0161 973 5231
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Type of setting	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).

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

Alphabets Private Day Nursery was registered in 1994 and operates from five rooms in a converted house. All children share access to a secure enclosed outdoor play area. All children share access to a secure enclosed outdoor play area. It is situated in the Sale area of Cheshire.

The nursery is registered to provide care for a maximum of 47 children under eight years at any one time. The provision is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The nursery is open each weekday from 7.30am to 6.30pm, for 51 weeks of the year.

There are currently 57 children on roll all of whom are in the early years age range. Of these 12 children receive funding for early education. Some of the children attending have special education needs and/or disabilities.

The setting employs 18 staff who work directly with the children, 16 hold level 3 qualifications and two hold level 2 qualifications. Support is given to the nursery by the early years advisory teacher in Trafford.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning as their key workers generally plan suitable programmes to meet their needs. However, not all staff have a full understanding of planning and assessment and consequently records are not consistently maintained. The learning environment supports children's learning. Their individual needs are well met as the key worker system effectively provides children with consistent and individual care. Good relationships are established with parents and parents are involved in their children's learning. Staff work effectively in partnership with other agencies to meet children's individual needs. All who attend the nursery are involved in the ongoing progress and continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that the organisation of resources in the toddler room is effective so children can access these with ease
- develop further staffs' understanding of planning and assessment systems
- monitor observations of children to ensure they are systematic and cover all areas of learning for each child on a regular basis, and that observations are linked to the expectations of the early learning goals to ensure each child's optimum progress.

The effectiveness of leadership and management of the early years provision

Employment procedures are effective and all staff undergo appropriate vetting. Safeguarding and general training and comprehensive policies and procedures are robust and fully understood by the staff team. Staff are kept up-to-date about health and safety policies and check the premises each day to ensure safety measures are in place. Effective risk assessments are in place and staff respond to minimise or remove any perceived hazards or equipment promptly. Precise hygiene policies are followed by staff to minimise the risk of cross-infection.

Management work to enable staff to take responsibility for their development and they have strong links with the early years foundation stage worker who attends the premises regularly to develop good practice within the nursery. For example, she is evaluating the practice in each room and developing staffs understanding and awareness of the Early Years Foundation Stage. As a result, staff are increasing their skills and enhancing their work with the children. The nursery involves parents and children in providing feedback. Parents are welcome to discuss the children formally or informally and they are provided with evaluation forms annually. Parents feel free to discuss any issues and concerns and comment that staff are warm and approachable.

Parents are valued as children's primary carers by staff and they ensure good information is gathered from parents. This ensures that consistent care is provided and parents' wishes and children's needs are attended too. Parents are provided with copies of policies and procedures, and the Early Years Foundation Stage. They can view documents regarding their own child at any time. Parents report that the nursery has an open door policy and contact is made with them to tell them how their child is and they are warmly received if they ring throughout the day, which makes parents feel secure. Parents are provided with good quality information about planned themes and activities and are invited to share information about their child and involved in their child's education. Strong links are developed with others who care for children under The Early Years Foundation Stage and visits take place to the local schools where children move to.

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

The nursery organises each room to support the growth of children's confidence and independence to equip them for the future. The baby room staff, for example, have placed all resources at floor level and plan activities to take place on the floor. Babies independently crawl and help themselves to the floor tray containing pasta and rice and explore the textures and sounds they make as they drop them on the tray. They access a treasure basket and enjoy the feel of the paint brush on their skin and chuckle with delight. All areas of learning are accessible and children independently and confidently undertake their own learning, supported by motivated staff and a well planned environment. However, the toddler room does not provide resources that are easily accessible to the children and therefore they

are unable to make a range of choices about their play. Children take responsibility for themselves and independence is further promoted through enabling toddlers to help themselves to water from the water machine. Ensuring they remain hydrated throughout the day.

Staff generally observe children and effectively use these observations to plan the child's next steps in learning, taking account of children's interests. They set appropriate challenges for children to further develop their learning. However, some staff do not have a clear understanding of the planning and recording systems and in some cases this leads to an imbalance between the emphasis in the different areas of learning.

Children benefit from daily opportunities to learn in the outside area and covered play area of the garden. The outdoor area supports children to learn in all areas and ensures children's different styles of learning are responded to. Children learn about life cycles by growing seeds in tubs, they observe and listen to surrounding sounds and learn about the local animals that pass through the garden and talk about the air craft that fly over head. They explore and catch insects to observe. They balance on the push and ride equipment and play with balls. Children have opportunities to play vigorously both indoors and outdoors, stretching and dancing enthusiastically. Staff ensure that differences are valued and children learn about the wider world and their own and other differences.

Each room is decorated with children's art work and their creativity is valued and nurtured. There are digital photograph frames around the nursery which show the children's activities and these are changed each week to keep the parents informed and give the children a sense of belonging. In pre-school, for example, children are absorbed in a variety of activities; they discuss a program on the computer, make a paper star for the Christmas tree and practise their Christmas play. Children talk confidently and ask questions about the play and who takes on certain roles. They are well supported by staff, who discuss the play and patiently answer questions.

The children are very well behaved and their views and choices respected, by staff who support them. This provides them with the opportunity to gain effective skills for the future as independent active learners. Children are kept safe as staff are vigilant in monitoring them and teach them how to start to take responsibility for their own safety. Children are taught to walk down the stairs in a safe way, they learn about road safety and how to keep safe by tidying up after play.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2
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

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