

# The Alphabet House Nursery School

Inspection report for early years provision

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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*.

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## **Description of the setting**

The Alphabet House Nursery School was registered in 1994. It is one of five nurseries that is privately owned by a limited company. The setting is situated within the Stratford area in the London borough of Newham. Children have access to six rooms in a converted Methodist Church and an enclosed outdoor play area. The setting is open each week day from 8.00am to 6.00pm, all year.

The nursery is registered on the Early Years Register. A maximum of 78 children in the early years age range may attend at any one time. Currently there are currently 49 children on roll. The setting receives funding for nursery education and at present 13 children are in receipt of early years funding. The setting supports children who have English as an additional language. The nursery provides a curriculum that includes a Montessori influence in its teaching methods.

The setting employs 12 members of staff, of whom 11 hold an appropriate early years qualification. One member of staff is working towards a level 3. The setting receives support from the local authority.

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

Overall the quality of the provision is good.

Children make good progress in their learning and development in relation to their starting point through efficient planning for play and exploration and the good deployment of resources. The setting competently promotes equality and diversity ensuring that all children participate fully and their learning is maximised. In the main, children are safeguarded and their welfare promoted though there are at times few minor shortcomings in relation to inconsistent childcare practices. Effective engagement with parents and strong partnerships with other providers and services contributes to children's achievements. Successful systems for monitoring and evaluating the provision ensure continual improvements in the outcome for children.

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

To meet the specific requirements of the EYFS, the registered person must:

- carry out a full risk assessment for each type of outing, which includes an assessment of the required adult to child ratios. This assessment must take account of the nature of the outing. (Documentation) 13/07/2010

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

- ensure the procedures for not allowing footwear in the baby room are

- consistent at all times
- provide babies with regular opportunities to access outdoor play and further develop planning to broaden babies' learning and development outdoors.

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

Robust recruitment procedures in place ensure that all staff are suitable to work with children. Well organised induction arrangements support staff in their role and enable them to understand their responsibility to promote children's welfare. All staff receive clear information regarding the signs and symptoms of abuse and they have good understanding of the procedures to follow if they have concerns about a child in their care. Security is well maintained and prevents unwanted visitors gaining access. Regular risk assessments on the premises minimise hazards and enable children to play and learn without danger. Clear procedures for outings are in place, which include the steps to be followed in the event that a child is missing. However, management was not able to confirm that risk assessments are carried out before embarking on each specific outing for children's safety. This is a breach of the welfare requirement. Overall, most documentation required for the safe management of children is in place and well maintained.

The setting provides a welcoming environment for parents. Good working relationship ensures that the children's well-being, development and learning is met well through a two way flow information and knowledge. In addition to this, the setting actively encourages parental involvement in their children's learning. For example, parents taking the lead in telling the children about traditional stories from other cultures. This helps children to learn to appreciate and value other cultures. Strong partnership with external services and other providers delivering the Early Years Foundation Stage ensure progression and continuity of learning for all children.

The deployment of resources is good. Well maintained furniture and toys meet the varying needs of the children. Staff are well deployed within the setting enabling children to be closely supervised throughout the day. The manager is new in post and is currently working alongside the senior manager. Together with the staff team all have very clear understanding of their roles and responsibilities, ensuring that children's care, learning and development are well promoted. The management demonstrate a commitment to continued professional development. For example, a training plan is devised for all staff; workshops on childcare matters are established and there are regular links with local authority advisors and other providers that deliver the Early Years Foundation Stage. The setting demonstrates ambition and vision to maintain continuous improvement. The management and staff reflect on their practice, identifying their strengths and actively taking steps to further improve the outcomes for children.

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

Children arrive happily and most of them settle quickly into familiar routines. They independently access toys and activities. Staff spend quality time settling in babies and new children, ensuring that they are comfortable and helping them to feel reassured. All children are treated as individuals and encouraged to take part in a wide range of activities. Good emphasis is placed on making sure that furniture and resources are purposeful and adaptable and used effectively for the developing needs of all children. For example, the availability of smaller sized chairs enables babies to be seated alongside their peers at meal times and during group activities. This recognises the importance of social occasion for all children and promotes inclusive practice. This also means that a full range of opportunities is available and accessible to all groups of children and individuals. Children's interests, information from their observational assessments, themes and current sporting events are used to inform planning. This ensures that activities are appealing to the children; caters for their different needs and enable them to enjoy and achieve new skills and abilities.

There are many opportunities presented for children to work in small and large groups, such as when they tell each other their news during circle time session and participating in sand play activities in groups of fours. Young children are supported to learn important social skills that include turn taking and sharing during games. Older children willingly help to tidy up at routine times. This demonstrates that they are learning to respect the environment. Staff make regular observations and record children's achievements in their profiles. They identify the next steps for every child and ensure that purposeful activities are included in current activity plans in order that children are moved on in their learning at their own pace. Babies and children who need extra support are well catered for as staff adapt the activities to suit different ages and needs.

Babies develop warm relationships with staff that are responsive to their needs. Babies are able to express their feeling verbally and non-verbally. They discover feelings through all their senses when observing colourful objects around the room; exploring simple musical instruments and hearing sounds and handling materials of varied textures in treasure baskets. On the day of the inspection, staff did not provide opportunities for the babies to play outdoors. Also documentary evidence shows that while activities are purposely planned to support babies' learning and development indoors, it is not consistent to test babies' physical abilities and experiences outdoors. In spite of these shortcomings, babies have ample space indoors to move safely, freely and explore their environment.

Children's language is developing well. They are able to share and express their ideas openly with adults and peers at circle time session. Some children are beginning to link sounds to the letters in their names and regularly attempt writing during their self chosen play and planned activities. Many children are confident in counting and can recognise numbers one to nine. They are beginning to recognise the properties of simple shapes and patterns when weaving cotton wool through the slats in paper tennis rackets. Children are learning to develop skills for the

future as they freely access information technology equipment. Also children are becoming aware of other spoken languages, such as French through weekly activity sessions with a visiting teacher.

In the main, the environment is clean and tidy and children receive regular support to develop good personal hygiene. Staff monitor babies' and young children's food intake and nappy changes to ensure that they remain healthy. However, they are not always consistent in making sure that footwear is not worn in the babies' room to further reduce the risk of the spread of germs. Children learn about the benefits of healthy eating because they are offered varied and nutritious meals and snacks. Babies' foods are cooked and prepared according to their tastes and stage of development. Children can help themselves to water whenever they are thirsty and staff offer babies regular drinks of water to prevent thirst and dehydration. The children feel safe within the setting because staff provide a safe and secure environment for them to play and learn.

## 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

<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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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

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

<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	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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