

Alphabet Day Nursery (Kingsthorpe)

Inspection report for early years provision

Unique reference number 220088
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Inspector Anne Archer

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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

Alphabet Day Nursery (Kingsthorpe) opened in 1994 and is one of two nurseries under the same ownership. It operates from a single storey building in the old village area of Kingsthorpe on the outskirts of Northampton. There is a ramp leading up to the entrance and a secure outside play area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery may care for up to 32 children at any one time. There are currently 43 children on roll, who attend for a variety of sessions. This includes 18 funded three- and four-year-olds. The nursery may care for children with special educational needs and those for whom English is an additional language.

The Day Nursery is open five days a week, all year round, except for bank holidays. Opening hours are from 7.45am to 6pm.

Thirteen staff work directly with the children and all have early years qualifications. The nursery also employs a cook and an administrator. It is a member of the National Day Nursery Association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children at the nursery participate in a rich, varied and imaginative programme of activities ensuring they make excellent progress in their play and learning. Their care and welfare is exceptionally well promoted in the calm and supportive yet highly stimulating environment. Safeguarding children is given the highest priority and the implementation of policies and procedures, which are individual to the setting, is robust and consistent throughout the nursery. Partnerships with parents are professional and valued. Staff know the children very well and as a result, manage their individual needs successfully. Management and staff work together, ensuring that self-evaluation procedures introduced since the last inspection work well to effectively bring about continually improving practice.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the steps being taken to ensure resources and the environment are fully sustainable.

The effectiveness of leadership and management of the early years provision

Children's welfare is secure because the adults working at the nursery at all levels have a very good understanding of their responsibilities in relation to child protection and are highly skilled at keeping children safe. Their knowledge and understanding of potential concerns and how to respond to them depending on their role is commendable. Policies and procedures are reviewed and updated periodically and cascaded to staff to ensure the safeguarding and welfare of children is a priority. Recruitment and induction processes ensure that staff are suitable to work with children and staff are very loyal to the provision. There are very secure systems practised in relation to the collection of children by appropriate adults and the monitoring of visitors.

Management conduct risk assessments on all areas of the nursery and equipment that children come into contact with and update them appropriately. Action plans are devised and implemented to reduce the risk of potential hazards. Staff support children in their learning to keep themselves safe by, for instance, teaching them to use tools and equipment properly. Staff take very effect steps to promote children's good health and well-being and clear, concise procedures are in place to prevent the spread of infection and care for children if they become unwell.

The effectiveness with which the nursery promotes equality and diversity is excellent. Those in charge have high aspirations for quality and a strong commitment to equality and diversity. The methods used within the nursery to support children's learning and well-being are practised by all staff and consistently improve outcomes for children in relation to their starting points and capabilities. Positive behaviour management strategies are well implemented throughout the nursery and significantly impact on children's well-being.

The effectiveness of the nursery's engagement with parents and carers is outstanding. Relationships are both positive and well established enabling staff to be fully informed of children's individual needs. Parents are frequently asked for their views and these are responded to and taken into account when important decisions are being made. Parents are kept very well informed about their children's achievements, well-being and development both verbally and in writing through daily diaries, regular progress reports, newsletters and parents evenings. They are encouraged and enabled to contribute to their child's on-going assessment by sharing what they know about their child's progress and development. Partnerships with other providers of the Early Years Foundation Stage pro-actively encourage information sharing to ensure that each has all the necessary details available to make informed decisions about children's next steps.

The nursery accommodation is well suited to its purpose. The forward thinking management team use space well to maintain a stimulating learning environment in which children of all ages make excellent progress. The recommendations from the last inspection have been well met to improve outcomes for children and they doggedly plan for future improvements to further enhance children's learning potential. Resources, including staff, are of high quality, plentiful and suitable and

are used effectively to support children's learning and development. The provider is taking steps to ensure resources and the environment are fully sustainable.

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

Children show contentment in their surroundings yet are eager to take part in the exciting activities on offer at the nursery. They make outstanding progress in their learning and development across the age range. Children make choices about the activities they participate in and planned activities reflect their interests and learning needs.

Weekly planning for individuals over the age of two and daily planning for each baby ensures their progress is secure and that they are on target to meet their full potential. Staff and parents record their observations of children at play and this information is used to assess each child's next steps in learning across the six areas.

Even the very youngest children learn about safety and health routines within the nursery. Babies experience having their hands and faces wiped before and after finger food and are corrected if they attempt to do anything which may prove unsafe, such as crawl in front of a door, ensuring they feel valued and develop a strong sense of security.

Three- and four-year-olds know how to handle tools and equipment to keep themselves safe and readily go off to wash their hands before lunch, telling each other when there is space at a basin. Children clearly enjoy the attention of their carers and show by their behaviour and mannerisms that they feel safe.

Children learn about healthy lifestyles as they talk about the vegetables they like over lunch and one child told another to 'eat up your lunch, it will make you big and strong'. They enjoy finding their sun hat in the box by the door before they play outside and help to apply their own sun cream so they 'don't get sore'. They show by their actions that they understand nursery rules and boundaries and behave exceptionally well.

Even the youngest children, play a full and active role in their learning by showing a great curiosity and desire to explore. For instance, during a reflective play session, babies happily played alongside each other tugging the shiny paper and touching the mirrors, giggling when they saw a reflection of themselves.

Older children play both independently and in small groups, often supporting each other, such as when a child showed another how to complete a task on the laptop computer. Children listen attentively to stories, particularly their favourites, such as 'Peace at Last' and join in enthusiastically with singing songs like 'if You're Happy and You Know it, Clap Your Hands' and 'Five Currant Buns'. Pre-school children learn something about the different countries taking part in the recently held FIFA World Cup as they make and colour in national flags and the players' kit.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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