

Alphabet Day Nursery

Inspection report for early years provision

Unique reference number

EY283423

Inspection date

22/07/2010

Inspector

Lisa Parkes

Setting address

Camphill Centre, Hunsbury Hill Road, Northampton,
Northamptonshire, NN4 9UW

Telephone number

01604 771166

Email

alphabetdaynursery@yahoo.com

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Alphabet Day Nursery is one of two nurseries run by the company. It opened in 2004 and operates from a purpose built building. It is situated in the Camp Hill area of Northampton. A maximum of 77 children may attend the nursery at any one time. The nursery is open each weekday from 7.45am to 6.00pm all year round, except bank holidays. All children share access to a secure enclosed outdoor play area.

The setting is registered on the Early Years Register and also on the compulsory and voluntary parts of the Childcare Register. There are currently 92 children aged from three months to under five years on roll. Children come from the local community and beyond, attending a variety of sessions.

The nursery employs 18 members of staff, 17 of whom hold appropriate early years qualifications. In addition, one practitioner is employed for domestic duties. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are provided with exceptional levels of care and receive motivating learning experiences skilfully matched to their individual needs. Practitioners offer a fully inclusive and welcoming service, supporting all children to actively participate in activities which fully meet their personal interests. The provision is led by a highly motivated and extremely enthusiastic management team who embrace the process of self evaluation. All practitioners and professionals work successfully together as they share a commitment to offering the best possible experiences to children and their families.

What steps need to be taken to improve provision further?

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

- Encouraging children to help plan the layout of the environment.

The effectiveness of leadership and management of the early years provision

The safeguarding of children has a high priority and excellent staff supervision ensures that children are continually kept safe. Concise policies, procedures and strategies are in place to safeguard children and to protect their welfare. The nursery has established clear management responsibilities in relation to child protection including designating relevant staff. All practitioners know and fully understand safeguarding children issues and how to implement procedures.

Excellent risk assessment procedures are implemented and exemplary organisation of routines help children to gain an exceptionally strong sense of security. Robust arrangements are in place for vetting and recruitment and all safeguarding regulations are fully met.

The staff team is reliable and stable and there is a strong commitment to ongoing professional development. Practitioners hold high aspirations for the quality of the service provided and enjoy regular opportunities to reflect on their practice, for example, during team meetings. Management systems run smoothly and staff morale is high. The management team strives to improve practice, regularly monitoring and evaluating the quality and standards at the nursery. There is a proactive and shared vision for inclusive practice, ensuring every child can achieve as well as they can regardless of their background. All children are unquestionably included and integrated. Children's individual identities are nurtured and practitioners are dedicated to adapting the provision to meet the constantly changing needs of the children who attend.

Partnerships with other settings are well established and make a strong contribution to children's achievement and wellbeing. Excellent links exist with neighbouring settings and this ensures that transition is as seamless as possible. The nursery dedicates time for getting to know children and their families, fostering lovely relationships and helping to ensure that children settle quickly and feel secure. Partnership with parents is very effective and practitioners provide regular opportunities for parents to become involved in the life of the nursery. The manager employs a whole group approach and all practitioners are enthusiastic and passionate about their roles in raising standards for children. Children benefit from exemplary levels of supervision and individual attention, and they blossom at the nursery. All children, parents and visitors to the nursery receive a very warm welcome.

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

Practitioners demonstrate excellent knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. An interesting and well equipped environment reflects children's backgrounds and the wider community. Practitioners are very well deployed to enhance children's learning and welfare and they are skilled at promoting positive attitudes to learning. High quality planning and organisation ensure that every child is challenged by the learning experiences provided. Children benefit from a balance of adult led and child initiated activities and the routine is flexible to allow them to pursue their own interests. Children are motivated and interested to learn and activities are matched to the full range of children's needs. Children are showered with praise and encouragement and practitioners skilfully engage with them and increase their motivation. As a result, children make strides in their learning and development.

Children engage in an extensive range of stimulating activities and play experiences. Sand and water play is popular and children adore messy play, such

as, bubble painting and making salt dough. Children are imaginative and engage happily in role play. They play with puppets, use small world toys and experiment with musical instruments. Children enjoy interactive story time sessions and readily re-enact the plots using a variety of props. Information technology is popular and children confidently handle cameras, operate music equipment and use walky talkies. Children are fascinated with living things and the world around them. They capture minibeasts and observe them through magnifying glasses. In addition, children keep tadpoles and learn about the lifecycle of frogs. Children plant, grow, pick and eat their own vegetables and they are actively involved in recycling. Children become absorbed in the activities on offer and are involved in active learning for extended periods of time.

The premises are extremely clean and hygienic and the nursery fully promotes healthy eating by providing all children with a well balanced range of tasty, nutritious food. Children are extremely active and relish opportunities to engage in physical play. They thoroughly enjoy using the gymnasium which features balancing and climbing equipment, a mini treadmill, cross-trainer and exercise bike. The room is vibrant and full of interesting apparatus. This adds a new dimension to physical play and children eagerly extend their skills. All children are extremely content and settled because their individual health, physical and dietary needs are met to an exceptional standard. Children develop an excellent understanding of how to stay safe as practitioners use outings as a valuable opportunity to discuss road safety and children routinely learn about health and safety through activities and daily routines. The high quality adult interaction and exemplary organisation helps children of all ages to gain an exceptionally strong sense of security.

Practitioners are genuinely interested in what children say and do and readily get down to their level to interact with them. Children are confident and self assured and enjoy settled, affectionate relationships. They develop a strong understanding of the wider world as they access an array of resources that are representative of diversity. Children play in a welcoming, happy and child friendly learning environment which affords them plenty of space to explore. Outdoor play is captivating and constantly evolving. Practitioners are currently considering new and innovative ways that children can become actively involved in helping to plan the layout of the outside play area. Learning is unmistakably fun and children regularly come across new and interesting challenges. Practitioners are dedicated to their roles and create an interesting and inclusive atmosphere where children thrive.

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

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

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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