



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 132241

DfES Number: 520271

### INSPECTION DETAILS

Inspection Date	13/08/2003
Inspector Name	Suzanne Cedras

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	The Alphabet House Nursery School
Setting Address	37 Windmill Lane Stratford E15 1PG

### REGISTERED PROVIDER DETAILS

Name	The Alphabet House Nursery School
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### ORGANISATION DETAILS

Name	The Alphabet House Nursery School
Address	37 Windmill Lane Stratford London E15 1PG

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

The Alphabet House Nursery School opened in 1994. It operates from six rooms in a converted Methodist Church, which is close to Stratford railway station. The children who attend are from a range of backgrounds and cultures, and reside in the local and surrounding areas.

There are currently 69 children from 3 months to 4 years on roll. This includes 16 funded three year olds. No funded four year olds are currently attending. None of the funded three year olds have been identified as having special educational needs and these children speak English as their first language. Children attend for a variety of sessions.

The group opens five days a week all year round. Sessions are from 08:00 until 18:00.

Of the seventeen part time/full time staff, two work with the funded children. Nine staff have early years qualifications, and three staff are currently on training programmes. The staffing structure consists of a manager who is supernumerary, a deputy manager, nursery officers and assistants. A senior manager is based off site and regularly gives staff support and guidance. The setting also receives support from a teacher in Early Years Development and Childcare Partnership (EYDCP) and they are a member of the National Association of Day Nurseries. (NDNA).

The nursery provides a curriculum that includes a strong Montessori influence in its teaching methods.

### How good is the Day Care?

The Alphabet House Nursery School provides good quality care for children. The group provide a stimulating, warm, caring environment where children have many opportunities to learn and play. There is a good range of play materials and activities for all children's developmental needs and interests. Resources that promote

equality of opportunity have been increased , but still need to increase resources that are representative of people with disabilities and those in non-traditional roles. Staff work very closely with the children and have a very good understanding of the children's individual routines and needs.

Very good organisation of the day allows staff time to play, talk and listen to children whilst supporting them in their activities and routines.

Staff have a good understanding of health and safety issues and good hygiene practices are evident and encouraged in children.

Staff have good knowledge and understanding of the group's policies and procedures and implement them well, although one policy needs amendments. Record keeping is of a good standard. There is a good training programme and the group have strong links with outside agencies for ongoing support and advice.

Parents receive very good information about the provision and their children's activities and progress.

#### **What has improved since the last inspection?**

At the last inspection, the provider agreed to provide a copy of Child Protection Statement to OFSTED, ensure that children have a range of activities and resources which promotes equality of opportunity, update equal opportunity policy, minimise hazards to children from plants in the outside play space and keep all fire exits clear. All the required policies are now in place and most are clear and comprehensive. The outside play space and fire exits are clear of plants and vegetation.

#### **What is being done well?**

- Variety of activities easily accessible to children, that are stimulating and offer many learning opportunities.
- Staff have a good understanding of each child's routine and stage of development and interaction between staff and children is very good.
- The premises, equipment and furniture are maintained safely and hygiene standards are high and encouraged in children.
- Staff provide parents with very good information about the provision and their child's activities and progress.

#### **What needs to be improved?**

- Resources representative of people with disabilities and those in non-traditional roles
- Child protection policy to include procedure to follow should an allegation be made against a member of staff

<b>Outcome of the inspection</b>
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Good
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<b>CONDITIONS OF REGISTRATION</b>
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<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>
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<b>WHAT NEEDS TO BE DONE NEXT?</b>
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<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>
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Std	Recommendation
9	Increase resources that are representative of people with disabilities and those in non-traditional roles
13	Update child protection policy to include procedure to be followed should allegations be made against a member of staff

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Alphabet House Nursery School provides a welcoming environment where children make very good progress towards the early learning goals.

Teaching is good and promotes the children's learning. Staff have a clear knowledge and understanding of the early learning goals and have combined these with Montessori teaching methods. Staff's structured approach to teaching communication, language and literacy and mathematics has a positive effect on the children's learning. Personal, social and emotional is effectively promoted, and children show good independence skills, and they socialise very well with their peers. Staff have high expectation of children's behaviour, and they behave well. Progress reports are comprehensive, detailed, and are used to inform planning. Outdoor play, and role-play are offered, though it is more incidental than being planned for. Overall, short term activity plans is generally good, though lacks sufficient details on how activities are to be extended for those children who are more able. On the whole, there is a good balance between activities directed by staff and those activities which children choose themselves.

Leadership and management is very good. Staff work well as a team, and are well supported by the management team. Staff are clear about their roles and responsibilities and are effectively deployed. Staff are able to assess and discuss their training needs, and they make good use of their training. Future plans for the provision for nursery education is developed and evaluated by staff. Observations of teaching are undertaken and assessments are reviewed regularly by the proprietor and senior manager.

Partnership with parents and carers is very good. Parents are kept fully informed about their children's progress and achievements, and the provision. They contribute to topics, and are involved in their children's learning.

### What is being done well?

- Children are happy, confident and well motivated to learn.
- The provision is well resourced, and used effectively to support children's learning in all areas.
- Staff promote independence skills well, and as a result of this children are able to make choices, and initiate their own play.
- Personal, social and emotional, communication, language and literacy and mathematics is given a high priority, and staff's structured approach to teaching has a positive effect on those areas of children's learning.

**What needs to be improved?**

- the activity plan to clearly identify how activities are to be extended to meet the needs of children who are more able, and to include more opportunities for outdoor activities and role play;
- the programme for knowledge and understanding of the world to ensure children are given more opportunities to experiment and communicate with information technology.

**What has improved since the last inspection?**

The staff have successfully addressed the two key issues from the previous OFSTED inspection. The previous inspection required the nursery to ensure all staff hold consistent expectations for children's behaviour, particularly during 'circle time'. The children are grouped according to ages in different rooms and activities are now more age appropriate.

The programme for knowledge and understanding of the world has been developed to enable children to explore with a range of different materials and properties, an interest table is made available to encourage children to investigate and discover through first hand experiences, and observations.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children make very good progress in personal, social and emotional development. They happily engage with adults and visitors, in conversation and they share their news and ask for help when needed. Staff expectation of children's behaviour is clear and the routines on offer instils confidence in the children. Independence is well promoted, and children show very good social skills. Children have a good attitude to learning as they persevere with their self chosen tasks.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children make very good progress in communication, language and literacy. Staff are good listeners and they value what children say. Children's language skills are developing successfully through planned activities. Good labelling of items enable them to recognise symbols and simple words. Children use and enjoy books. They know the letters of the alphabet well and they are gaining confidence in associating letter sounds to their name. Children practise writing skills effectively.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in mathematical development. They can accurately count up to 20, and a few are able to count to 60. They can match complex three dimensional shapes to every day objects. They are confident in using mathematical language, and they use correct terminology for hundreds and tens. There are many opportunities for children to match, sort and order using practical equipment, and they recreate patterns in their play and art work.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children make generally good progress in their knowledge and understanding of the world. They talk about past and present events in their lives. A good range of activities is planned, which encourages their scientific understanding. This aspect of learning has been improved since the last inspection. Children learn about the world around them through theme base topics. They make three dimensional models, using recycled products. Information technology is available though rarely seen in planning.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children make very good progress in physical development. They are developing an awareness of space, and they show good skills in manoeuvring around obstacles when pedalling their bikes, and in moving chairs and tables. Children are developing confidence in movement and co-ordinating actions during music and movement sessions. Opportunities for outdoor play are offered regularly, though not always planned for. Children's small muscle control is promoted well, and they confidently use scissors.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children make generally good progress in creative development. A wide range of materials and a variety of techniques are provided to enable children to explore colour, texture, shape and form. Sensorial equipment provides children with an opportunity to develop their ideas. Staff report that musical instruments and role-play are offered regularly, though both are rarely seen in planning. Children explore sound as they match movements to music and they enjoy singing.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no key issues to report, but the following points for development should be considered in the action plan;
- strengthen the activity plans to give more specific details on how activities will be extended to meet the needs of children who are more able, and to include regular opportunities for outdoor activities and role-play in curriculum plans;
- give children more opportunities to explore and communicate with information technology to enhance their communication skills, and ensure that this area of learning is regularly included in planning.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*