



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253140

DfES Number:

INSPECTION DETAILS

Inspection Date	05/06/2003
Inspector Name	Helen Clark

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Alphabet House Day Nursery
Setting Address	10 Chilwell Road Beeston Nottingham NG9 1EJ

REGISTERED PROVIDER DETAILS

Name	The partnership of Anthony and Marie Brentford
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ORGANISATION DETAILS

Name	Anthony and Marie Brentford
Address	43 College Street East Bridgford Nottingham Nottinghamshire NG13 8LF

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

Alphabet House Day Nursery (Beeston) opened in 1996. It is privately owned and part of a small chain of nurseries throughout Nottinghamshire. It operates from a semi-detached property close to the town centre, within walking distance of shops and schools and close to bus routes into Nottingham city centre. The nursery is registered for 40 children aged nought to under eight years with 66 children currently on roll, this includes 13 funded three-year-olds and 8 funded four-year-olds. The nursery has systems in place to provide support to children with special needs. It opens Monday to Friday 7:30-18:00, all year round, with the exception of Bank Holidays and 1 week at Christmas. Thirteen staff, eight of whom have early years qualifications and five are on training programmes, work directly with the children. The nursery has achieved the 'Investors in People Award' and are working towards the Pre-school Learning Alliance accreditation scheme. They receive regular support and training from the Nottinghamshire Early Years Development and Childcare Partnership.

How good is the Day Care?

Alphabet House Day Nursery (Beeston) provides good quality care for children.

The premises are clean and bright and the nature of the building provides a warm and homely environment for the children who attend. Staff use their time effectively and work directly with the children, they show an interest in their play and support their learning with sensitive and appropriate interactions. The management has a strong commitment to staff training and development and there are effective procedures in place for appointing new staff.

Effective policies and procedures are in place to promote the good health of the children and this is consistently applied throughout the nursery. Not all staff follow or understand the procedures in place to promote safety within the setting. Staff have good knowledge of children's individual needs enabling appropriate care to be given. Mealtimes are sociable occasions with well prepared, nutritious menus that cater

well for any special dietary requirements. Good systems are in place to promote the welfare and development of children with special needs. Additional training offered to staff ensures that children with special needs and their families receive appropriate guidance and support.

Play opportunities are well planned to promote children's all round development. Activities and resources are generally well used although space is not always used effectively in the preschool room.

Comprehensive information provided for parents ensures they are aware of the nursery's aims and objectives. Many opportunities are provided for parents and staff to share information about their child and good customer service is practiced throughout the nursery.

What has improved since the last inspection?

not applicable

What is being done well?

- There is a good partnership with parents and carers. Comprehensive information provided for parents ensures they are aware of the nursery's aims and objectives.
- Management have a strong commitment to continual staff training and development to ensure good practices are maintained.
- Staff demonstrate a good understanding of equal opportunities, they have excellent knowledge of individual children ensuring appropriate care is given.
- Mealtimes are sociable occasions with well prepared, nutritious menus that cater well for any special dietary requirements.

What needs to be improved?

- staffs knowledge and understanding of some policies and procedures that promote safety within the setting

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	update staff's knowledge and understanding of policies and procedures, particularly with regards to promoting safety within the setting.

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

How effective is the nursery education?

Alphabet House Day Nursery (Beeston) offers good quality Nursery Education where children make generally good progress towards the early learning goals.

Teaching is generally good. The main strengths in personal, social and emotional development are due to staff carefully encouraging children to be independent and developing their self esteem. Behaviour management is very good, incidents are dealt with calmly and sensitively in a way that promotes the children's welfare and development. Planning and assessment are generally good although mathematics and knowledge and understanding of the world are not sufficiently planned for. Resources are generally used well particularly at group times when staff are well prepared and use books and visual aids to support learning, however the presentation of some activities such as the role play area is less effective due to the limited space within the nursery. There is a good system in place to offer support to children with special educational needs.

Leadership and management is very good. The setting benefits from clear leadership of the manager and good teamwork from the staff. There is a strong commitment to continual improvement of the setting through regular evaluation of the educational provision, staff development and training.

Partnership with parents is very good. Information available to parents about the provision is clear, informative and always available. Parents are regularly informed about their child's progress through parents evenings, home diaries and regular discussions with staff. Comment sheets and suggestion boxes are on display and feedback from parents is encouraged. Parents report their children are happy and have made very good progress at the nursery.

What is being done well?

- Children are developing many skills to enable them to function independently and complete tasks for themselves.
- Children make good use of the information available to them in the wide selection of books, which also provides them with regular opportunities to develop their pre-reading skills.
- Children attempt writing for a variety of purposes. They are beginning to recognise and write their own name and the familiar names of others.
- Children are developing mathematical ideas and methods to solve practical problems.
- The setting has a strong commitment to the improvement of care and education for all children, by an ongoing training programme for staff and through regular evaluation of the provision using accreditation schemes, such

as "Investors in People".

- Parents are well informed about their child's progress through parents' evenings, home diaries and regular discussions with staff.

What needs to be improved?

- the planning and resources available to develop children's understanding of calculation, and the use of information and communication technology to support their learning.

What has improved since the last inspection?

Children now have better access to books for general use, with an inviting reading area with child sized seating and cushions. More complex climbing equipment has been purchased to challenge the older and more able children in their physical development.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's personal independence is very good; they help set the table at lunchtime and pour their own drinks. Children learn about their local community during trips and visits, such as buying ingredients from the local shops and through topics about growing. Children are beginning to understand the behavioural expectations within the setting and respond to simple instructions. They learn about the different roles people have in the local and wider community and in their own home.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use non-fiction books effectively to locate information and to support topics. Their pre-reading skills are developing well as they follow print in English from left to right. They are beginning to recognise and write their own name and those of familiar people. Children sustain attentive listening during discussion times and respond by asking relevant questions.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing mathematical ideas and methods to solve practical problems by suggesting cutting pieces of fruit in half so there are enough to go round a second time. Many children recognise numerals up to nine and beyond. They are beginning to use mathematical language as they describe the tallest and smallest sunflower. There is little evidence in planning and some missed opportunities during activities that encourage children to develop simple concepts of calculation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children use a variety of resources well to design, join and fix. Children look closely at change as they plant seeds and watch them grow. Children recall past events in their lives and eagerly share this with others showing an awareness of time. Children's use of technology to support their learning is limited.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's large physical development is good. They use space well as they climb, jump, catch and practice more challenging skills such as balancing. Children's small muscles are developing well as they master skills such as cutting with scissors and holding a pencil. Children are beginning to understand the importance of keeping healthy.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children use their imagination vividly as they act out scenarios with the small world figures. Children explore sound and music through planned sessions and free use of instruments. They regularly listen to various kinds of music and are beginning to build up a repertoire of songs. Children work purposefully with colour and enjoy designing three-dimensional models.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- provide regular opportunities for children to make full use of information and communication technology to support their learning.
- use the full range of freely chosen and planned activities to develop and consolidate children's understanding of calculation.

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.