



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 220088

DfES Number: 580016

INSPECTION DETAILS

Inspection Date 04/11/2004
Inspector Name Kristin Hatherly

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Alphet Day Nursery (Kingsthorpe)
Setting Address Kingswell Rd
Kingsthorpe Village
Northampton
Northamptonshire
NN2 6QB

REGISTERED PROVIDER DETAILS

Name Mrs Angela Evans

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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 Day Nursery opened in 1994 in a single storey building in the old village area of Kingsthorpe on the outskirts of Northampton. The facility is made up of three group rooms. There is a small secure outside play area. The registration is for 32 children under five years. There are currently 60 children on roll, who attend for a variety of sessions. This includes 11 funded three-year-olds.

The Day Nursery opens five days a week, all year round, except for bank holidays. They are open from 7:45am to 18:00pm.

Eleven staff work directly with the children and all have early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership,

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

How effective is the nursery education?

Alphabet Day Nursery provides an attractive and welcoming environment where children are making very good progress towards the early learning goals.

The quality of teaching is very good overall. Staff have a sound understanding of the Foundation Stage, which can be seen through the planning of a wide range of interesting activities. Observations and assessments are used effectively to enable staff to plan and to build on children's existing knowledge and provide an appropriate level of challenge. Staff know the children very well, and are able to adjust activities to cover individual needs and interests. Staff have the ability to support children with special education needs or who are learning to speak English as an additional language. Generally the resources are very good although staff are aware of the need to review the book corner. All children are encouraged to take part in all the activities. Staff explain activities clearly, and make good use of questioning. Sessions are well organised to allow free-play and children move around confidently, showing interest in activities. There is a high expectation of children's behaviour which children respond to well.

Leadership and management is very good overall. Staff are very committed and work well together as a team. They regularly review their practice and take advice from the advisory teacher from the Early Years Development and Childcare Partnership. Management and staff show commitment to the continuing improvement of care and education and are beginning the process of accreditation with the Pre-School Learning Alliance and Investors in People.

The partnership with parents is very good. Parents receive regular information about the curriculum, the daily programme and their child's day-to-day achievements to help them extend their children's learning at home. Children's records are always available and parents can talk to staff at any time.

What is being done well?

- Children talk confidently to each other, to staff and to other adults. They listen and interact in large and small groups and express their feelings and experiences well. Their personal independence is fostered well through many of the activities and responsibilities given to them.
- The children's natural desire to learn is being developed as they choose to participate in a variety of free-play or focussed activities. Attractive displays and resources are used well to help create a stimulating learning environment.
- Children are developing an awareness of community and a good understanding of culture, belief and disability.

- Parents and staff work in close partnership to promote children's learning. Parents are kept well informed of their children's progress through information about their children's activities.
- Leadership and management systems are very successful in maintaining the good quality of the provision. The owner, manager and staff work together very well as a team and create a happy and purposeful atmosphere.

What needs to be improved?

- the quantity and quality of books in the book corner

What has improved since the last inspection?

Very good progress has been made since the last inspection. The assessment system has been reviewed and now shows clearly the children's progress along the stepping stones, as well as their individual learning needs, which staff confirm is more informative and easier to use to inform planning and teaching.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and motivated to learn and confidently take part in activities in small and large groups. They are aware of routines and develop good relationships with staff and peers. Children co-operate with each other, assisting staff with tasks and they show care and concern. Children respond readily to clear guidance and learn what is expected of them. They behave well and operate independently. They successfully pour drinks, visit the toilet and wash their hands.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak clearly and confidently in small and large groups. They use language for a variety of purposes. Children listen and respond well to questions and understand the need to take turns in conversations. Children are developing their early writing skills and experiment with writing as part of play. They recognise their name and regularly share books and listen attentively to stories.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

All children show an interest in number and use mathematical concepts in familiar practical activities. Children count spontaneously and confidently. They handle shapes as they work with a variety of construction and craft materials. They match the number of objects to the numeral and solve simple problems. They use language to describe weight and size and explore capacity using resources such as sand and water.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate and explore how things work and why things happen using an interesting range of topics and activities that stimulate their curiosity. They learn about growth by planting and investigate the properties of various materials. Children talk about past and present events in their lives and develop a good awareness of their own and other cultures. They enjoy a range of visitors and outings and use a variety of materials to build and construct.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently with increasing control and co-ordination, showing a developing awareness of their own and other's persons space during activities and when playing together. They successfully use a variety of tools, equipment and malleable materials to develop their small hand and whole body skills. They are beginning to understand the importance of keeping healthy and recognise the changes that happen to their bodies when they are active.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore and express their creativity in two and three dimensions, using and exploring a range of media and materials. They draw, paint and construct using resources for a purpose. Children make connections in their learning through role play situations which engage them well. They sing with enjoyment and have regular opportunities to play different musical instruments and listen to music.

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:

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- the quantity and quality of books in the book corner.

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.