

Alphabets Day Nursery

Inspection report for early years provision

Unique reference number	156084
Inspection date	17/11/2010
Inspector	Jan White
Setting address	15 York Avenue, Walderslade, Chatham, Kent, ME5 9EP
Telephone number	01634 868828
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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

Alphabets Nursery is one of three nurseries which are privately owned. It opened in 2001 and operates from four rooms in a converted bungalow. It is situated Walderslade, Chatham, Kent. A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 07.30am to 06.00pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. This provision is registered on the Early Years Register.

There are currently 37 children attending who are within the Early Years Foundation Stage. Children come from a wide catchment area. The nursery employs ten staff and seven, including the manager, hold appropriate early years qualifications. One member of staff is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery makes good provision for children within the Early Years Foundation Stage. The provider has a clear vision of what she wants to achieve for the nursery and is aided by a motivated management team. Overall an effective range of policies and procedures are in place and most documents are readily accessible. Staff's knowledge and understanding of child development ensures that every child enjoys a range of exciting and challenging activities. A secure environment where safety is actively considered ensures children's welfare. The provider's ability to identify ways to improve outcomes for children is outstanding. Regular self-evaluation by the provider and staff ensures that any priorities for future development are promptly identified and acted on, resulting in a service that is responsive to the needs of all its users. The partnership with parents is highly valued and plays a key part in effectively meeting the learning and development needs of all the children. All children benefit from a staff team who are committed to supporting and developing the individual talents of every child.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure all records are easily accessible and available for inspection by Ofsted. For example, the risk assessment record for each specific outing. 01/12/2010

To further improve the early years provision the registered person should:

- strengthen the system for gathering information regarding children's starting

points and use this in their initial assessment to make future planning more relevant.

The effectiveness of leadership and management of the early years provision

The provider is dedicated and passionate about bringing changes that will improve outcomes for children. The management structure is secure and the staff team work very well together. Good communication ensures all adults know and understand their role. Every staff member is actively encouraged to evaluate and assess all aspects of the provision. Their ongoing assessment of the nursery and effective action plans demonstrate a commitment to improving the outcomes for children. Staff successfully support children's welfare through well organised routines. The provider makes sure that staff conduct regular risk assessments to ensure potential hazards are minimised. There is a record of when it was carried out and by whom. This effective system is regularly reviewed and they maintain details of any action taken following a review or incident. Staff explain how they complete and maintain a risk assessment record for each outing. The provider confirms and describes elements of risks that they consider for each specific outing, which includes the adult: child ratios. However, most of the risk assessment records, for each specific outing, are not accessible or available for inspection, which is a breach of a specific legal requirement.

The management team support staff enabling them to provide a stimulating environment and a well balance programme of play opportunities, which successfully meets all areas of the early learning goals. As a result, this contributes towards each child's success as a competent and motivated learner. Staff give top priority to regularly plan stimulating activities that are based around every child's learning and development needs. Evaluation of the activities identifies strengths and the way forward. Children play in a truly inclusive environment where every child is valued as an individual. Children's comments and questions are listened to and staff acknowledge their contributions to discussion and the evaluation of activities. This makes children feel valued and promotes their self-esteem. Subsequently, most aspects of children's welfare and care are good, although a number of areas are outstanding. The provider knows the staff well and values their individual contributions. Appraisals identify strengths and the provider is keen for staff to develop professionally. Staff are enthusiastic and have many opportunities to train and attend relevant courses. The provider's effective use of rigorous and robust staff recruitment procedures ensures that children are cared for by suitable staff. Staff regularly discuss and have a vital input to all policies at staff meetings. They have a good understanding of the nursery's child protection procedures and use them well to safeguard children. Staff successfully promote children's welfare through effective routines.

Children learn the value of a diverse society and are encouraged to acknowledge each other's abilities and views. As a result, children develop a positive attitude towards diversity. Parents are given plenty of written information regarding the nursery to ensure they are able to make an informed decision about placing their child. There is a broad range of written information as well as policies and

procedures on the operational running of the group. Parents provide all the required written permissions. There are effective procedures to ensure children do not leave the building without an adult. Visitors are challenged and their details are recorded. This systematic procedure ensures children are safe and secure at all times. The provider ensures that effective procedures are in place for the assessment of children with learning with special educational needs. These include procedures to support parents and to ensure that the sharing of information is prompt and accurate.

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

Staff use a range of good procedures to promote children's welfare. There are effective hygiene procedures in use throughout the nursery, especially regarding children's personal hygiene. For example, clear pictures demonstrate how the children should wash their hands. Children independently take themselves to the toilet and automatically wash their hands. The owner has made changes to the children's toileting area which means that their privacy is respected. Enrolment at the nursery includes some discussion with parents about the child's starting points and they complete an 'All about me' form, which considers the child's likes and dislikes. Nevertheless, the system for gathering information regarding children's initial capabilities is not clearly established. A child's key person/worker is allocated, which successfully enables children to form lasting relationships. Children enthusiastically self select the activities they wish to take part in. For example, they use the indoor free flow system or a horn to show they want to play outside. Children are self-motivated in this well resourced area. For example, there are stimulating resources or areas for them to extend their creative role play, such as the construction area. This space uses sustainable reusable resources, such as 'caution cones' and original road signs. As a result, this means that children have different experiences during the day which follows their interests.

Children's access to a range of information and communication technology prepares them well for future learning and success. They demonstrate good mouse control when playing games on the computer and help each other to find the next object. They patiently wait for their turn and use the timer to signal the end of their time. Staff have a good understanding of their role and spend time interacting with children. They use a range of strategies to support the development of children's thinking skills. For example, during role play staff are willing patients at the hospital. Staff are very good role models and demonstrate a positive attitude to learning. As a result, children are enthusiastic and highly motivated. While reading children discuss pictures and staff allow children the time to express their views and ideas. Children use good vocabulary to explain how things work, such as the water dispenser. They create challenges for themselves and ponder on the characteristics of shaving foam. The plans of activities are adapted to meet the needs of each child and the staff consult with children to evaluate what they enjoyed or how this could change in the future.

Healthy eating is promoted through wall posters and written information for

parents. Children's individual dietary needs are catered for through the provision of nutritious meals and snacks. They eagerly help to lay the tables and this is actively supported by staff. They ask many questions in order to foster children's independence and develop numeracy skills, such as counting. As a result, staff make good use of incidental situations to introduce mathematical language. Children learn about each others' differences as there are plenty of toys and pictures which show positive images of equality within each room. The well-planned environment allows children to explore safely and encourages independence. Children learn how to keep themselves safe through careful explanation and gentle reminders from staff, such as sharing toys, taking turns and being kind to others. Staff have an excellent understanding of how children learn. They plan a range of first hand experiences that are exciting and allow children to make connections between the areas of learning. Staff observe and assess each child's achievements and identify the next steps for their learning.

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?	2
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	2
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	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
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