

Alphabet House Day Nursery

Inspection report for early years provision

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Inspection date

07/12/2010

Inspector

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Setting address

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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.

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 House Day Nursery is one of three privately owned nurseries. It opened in 1991 and operates from a converted large detached house in the village of Lowdham in Nottinghamshire. There are four areas within the nursery where children are cared for in groups according to their age and level of ability. On the ground floor are rooms for the babies, younger and older toddlers. The pre-school room is situated on the first floor. There are three enclosed outdoor play areas adjacent to the building.

A maximum of 65 children aged up to eight years may attend the nursery at any one time. There are currently 98 children attending who are within the Early Years Foundation Stage. The provision also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary childcare register. Children come from the local and wider communities. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The nursery is open each weekday from 7:30am to 6pm all year round, closing only for bank holidays and Christmas week. The nursery employs 20 members of staff. Of these, 17 hold appropriate early years qualifications and three are working towards a qualification. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well in the nursery and receive good levels of care because the qualified staff work very closely with individual children and their families. Good systems are in place to ensure that all children's individual needs are routinely met. Staff have a sound knowledge of the Early Years Foundation Stage and how children develop and learn through play, and they demonstrate that they fully understand the welfare requirements. Exceptional partnerships between parents and staff ensure that individual children's needs are met and their protection assured. Partnerships with other childcare providers are in place. The nursery takes successful steps to self-evaluate and demonstrates a suitable capacity to make continuous improvement and sustain its existing high standards.

What steps need to be taken to improve provision further?

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

- extend partnerships with other providers delivering the Early Years Foundation Stage so that relevant information is shared to ensure

progression and continuity in learning and development across different settings

- increase resources to reflect the diversity of children and adults within and beyond the setting to enable children to value differences.

The effectiveness of leadership and management of the early years provision

Children are well protected because staff have a sound understanding of safeguarding procedures and know when to take action to safeguard children in their care. Staff are aware of the possible signs of abuse and know what to do if they have concerns about a child. Children are protected as the well-qualified established staff team keep the premises very secure and supervise the children at all times. The nursery has suitable recruitment procedures in place. Detailed risk assessments are carried out to provide a very safe environment. The whole staff team are involved in the self-evaluation process, and have completed a detailed evaluation of their setting. Parent's views are sought through regular questionnaires. The nursery has addressed the recommendations raised at the last inspection. They value the support they receive from the local authority. The nursery has sound monitoring systems in place for the many record keeping systems. The staff update policies and procedures appropriately. The manager routinely makes good use of a range of monitoring systems relating to the provision and outcomes for children. Children's well-being is enhanced due to the organisation of this setting.

The excellent liaison with parents and carers contributes to improvements in children's achievement, well-being and development. The nursery places great value in ensuring that parents develop a sense of belonging to the setting and have a say in the care and well-being of their children. Parents and carers are encouraged to share what they know about their child when they first start the setting. They complete information sheets and forms about what their child can do and their individual likes and dislikes. This information helps staff to have a good knowledge of each child's background and needs. The nursery has regular parents' evenings in which all parents are invited to spend time with the staff in discussing their child's development and progress. The staff also complete monthly diaries for each child and these are shared with parents. The nursery is starting to further develop the effective working partnerships with the other early years settings that some children attend. The transition partnership with the schools that children move on to is good. All staff are focused on helping all children to make good progress in their learning and development, and in promoting their welfare. Parents speak very highly about the nursery and state that the key strength is the well-established experienced staff team.

Staff make the most of diversity to help children understand the society they live in. The resources are good, fit for purpose and support children in their development. However, there is a lack a resources for children to see and use to help them understand differences in the wider world.

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

Children settle well in the nursery and enjoy using the wide range of toys and equipment. They make good progress towards the early learning goals. The staff plan and provide activities that take into account children's individual learning needs. They observe and assess children's progress and have detailed assessment records for each child as a record of their development and learning journey whilst attending the nursery. Staff set the next steps of development for each child and share these records with parents to ensure they are fully aware of how their child is making progress. Children are very eager to play and join in with the activities; they get excited about what they are doing. Their levels of concentration are good as they are allowed to spend time at their own chosen activity and go back later to consolidate their own learning. All children behave very well as staff use appropriate strategies to encourage children's good behaviour. Children use their manners and learn to be respectful of their peers and adults. They have lovely warm relationships with the staff and do have lots of fun with them. Children are starting to develop their awareness of diversity through activities, and this helps them positively explore and value differences and similarities in the wider world.

Children's social skills and ability to communicate with others are enhanced, so that they are developing the underpinning skills needed for their future success. Older children have weekly French lessons and enjoy the activities that they participate in. All children behave very well as staff use appropriate strategies to encourage children's good behaviour, for example distraction or positive praise. Children in the pre-school room are aware of the tidy up routine. Children have lovely warm relationships with the staff and have lots of fun with them. They willingly approach the staff as and when needed, demonstrating that they feel safe. Babies settle very well when left by their parents and demonstrate they feel safe and secure with the staff. Children play well together and have definite friendship groups in place. They help and support each other whilst playing and are very caring towards each other. Children learn about keeping themselves safe through the discussions and activities provided. For example, the older children are encouraged to hold on to the banister rail as they go up and down the stairs.

Children follow good hygiene practices as they take increasing responsibility for washing their hands appropriately throughout the day. They clean their own teeth after eating lunch, so are learning good oral hygiene routines. They benefit from varied menus that take account of children's dietary needs and introduce them to a good range of healthy foods. Meals are cooked from fresh ingredients, and children learn table manners and social skills as they sit together for meals in small groups. Children enjoy their meals and eat well. They have grown and cared for their own vegetables this year and have eaten their produce. Children use and develop their small muscles and hand-eye control in all that they do. All children are starting to develop their awareness of diversity through activities and some resources, although there are limited visual images to aid children's further understanding. Children are able to listen to different types of music as they play.

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	2

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	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	2
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	2
The extent to which children develop skills for the future	2

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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