

Alphabet City Day Nursery Ltd

Inspection report for early years provision

Unique reference number EY350884
Inspection date 26/01/2011
Inspector Mandy Gannon

Setting address Alphabet City Day Nursery Ltd, Highfield, Sherborne Road,
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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 City Day Nursery Ltd was registered with the present owner in 2007. The nursery is located in a large house within walking distance of Basingstoke town centre. Children are cared for in three main areas according to their age and ability. In addition, there are kitchen, laundry, toileting and sleeping facilities, with separate staff facilities and an office. All children share access to a secure outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 60 children may attend the nursery at any one time, of which 60 may be in the early years age group, and a maximum of 18 may be under two years old. The nursery is open each weekday from 8.00am until 6.00pm for 51 weeks of the year. There are currently 42 children on roll, all in the early years age group; of these 20 receive funding for early education. The nursery supports a number of children who speak English as an additional language. The nursery employs 16 members of staff, of whom 13 work directly with the children. The provider holds the Early Years Professional Status, the manager has a level 4 qualification in early years, 10 members of staff hold a level 3 qualification in early years, one is a qualified nurse and two members of staff are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are accurately met as staff successfully develop close working partnerships with parents and carers in a setting where each child's uniqueness is valued. A strong team work enthusiastically together and are motivated to develop, and update, their skills and knowledge through attending courses and furthering their qualifications. Successful monitoring and evaluating of practice and documents mostly ensure documents and information are maintained. Children actively participate in a wide range of activities in a warm, caring, well organised and homely environment.

What steps need to be taken to improve provision further?

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

- amend the complaint policy to include the relevant contact details of the regulator 09/02/2011

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

- further develop opportunities to use the outside area to enhance all

children's ability to use their senses, to learn about the world around them and make connections between new information and what they already know.

The effectiveness of leadership and management of the early years provision

Children are protected as robust safeguarding policies and procedures are in place, regularly reviewed, carefully managed, and understood by those who work with children. Clear policies and procedures are in place and regularly reviewed, although the complaints policy does not contain up to date contact details of the regulator. Children are cared for in an environment which is safe and supportive where they develop an understanding of how to keep themselves safe. Suitable security systems are in place and a record of visitors to the premises is maintained. Daily room checks and detailed risk assessments are in place and monitored, in order to promote children's safety and well-being. The procedures to administer medication are precise and well documented, and all staff have undergone training to administer an epipen. Evacuations of the premises are effectively put into practice and all staff have an accurate understanding of their areas of responsibility.

The setting is strong and practice is worth reinforcing and developing. The enthusiastic, motivated staff team work seamlessly together, they actively support one another, regularly evaluate their practice and make changes for further improvements. Children benefit from an enabling environment where a good range of suitable toys and resources meet the needs of the children attending. The setting is well organised, and continues to make further changes and increase its resources following the new extension, which has only recently been completed. All children are highly valued in the setting and staff have a precise view of children's likes, dislikes and interests, therefore promoting a fully inclusive setting. For example, German speaking families share songs and words, and a Chinese family share food at Chinese New Year celebrations to enhance the role play area.

Children benefit as successful, positive relationships are formed with parents and carers. All parents spoken to at the inspection praised the nursery and the enthusiasm of the staff who are welcoming and ensure their child is happy, settled and making progress. For example, parents stated 'they are great they can't do enough for my child and our family' and 'they are always willing to help in any way they can and are so flexible'. Information is regularly shared and parents play an active role in contributing to their child's learning through daily discussions, communication books, six monthly parents' evenings and 'stay and play' sessions. Parents contribute to the evaluation of the setting as they complete parental questionnaires although children's opinions are not fully sought. Effective links are made with other settings and agencies as staff attend cluster meetings, develop links with health professionals and promote links with local schools and children's centres to aid transitions onto school.

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

Children develop an understanding of a healthy lifestyle as they discuss food that is good for them and food which is a treat. Children and families make choices to meet their individual needs; some choose to provide their children's food, which is stored appropriately, or well balanced and nutritious meals, and snacks, are provided by the onsite nursery cook who effectively ensures all dietary requirements are met. Children freely access water to drink throughout the day and staff remind children to drink frequently. Children engage in a wide range of physical activities, including 'stretch and grow,' and have access to a large outdoors area to increase their understanding of the importance of regular exercise contributing to a healthy lifestyle. However, the outside environment is not always fully utilised for all children.

Children are settled, happy and at ease in a setting where they feel safe and secure. This is demonstrated through their body language, as babies cuddle up to adults as they share books and are familiar with well established routines. All children, including babies, are interested and involved in a wide range of suitable activities, and confidently explore their surroundings and access resources. Children form strong relationships with adults who offer them praise and encouragement, developing their self-esteem as they learn they are special. Children's understanding of safety issues is demonstrated through their play as they recognise and confidently talk about dangers and how to keep themselves safe.

Children build strong relationships with their peers and adults. Children are kind to one another and develop their understanding of taking turns and sharing, as they wait their turn when playing a matching game. Children have an accurate understanding of expected behaviour, as they are effectively supported by staff who know the children very well. Staff promote sustainability and children develop a good understanding of the wider world, as they dig, plant and cultivate in the garden. Children were interested and involved in observing the recent building work at the nursery, as they developed their own construction area, made plans, wore hard hats and high visibility jackets. Children's progress in communication, language and literacy is progressing well as children enthusiastically share books and ask staff to read stories. Children have frequent opportunities to mark make using a variety of materials, children develop their ability to identify letters through the use of phonic sounds and written labels, and older children self-register. Staff have an accurate understanding of the Early Years Foundation Stage and make detailed observations and assessments on children's progress. Through their success as effective key persons they know their children very well, and they skilfully adapt and differentiate activities, in order to meet their individual needs and plan the next steps in their learning. As a result, all children make good progress in the setting and some make better progress.

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

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| 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

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|--|---|
| 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 | 2 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| 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 | 2 |
| 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