

Alphabet House Nursery

Inspection report for early years provision

Unique reference number

EY233765

Inspection date

12/04/2011

Inspector

Lynn Palumbo

Setting address

The Stroud Pavillion, Savage Gardens, Beckton, E6 5NB

Telephone number

0207 476 0222

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 Nursery is one of a chain of nurseries. It opened in 2002 and operates from two rooms in an amenity building. It is situated in the New Beckton Park in the London borough of Newham. A maximum of 32 children may attend the nursery at any one time. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

A maximum of 32 children may attend the setting at any one time; there are currently 26 children on roll within the Early Years Register. Of these, ten receive funding for early education. The nursery mainly provides for children in the local area. The nursery currently supports children who speak English as an additional language.

The nursery employs nine members of staff, all hold appropriate early years qualifications

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The management and staff team promote some aspects of the Early Years Foundation Stage framework requirements within an inclusive environment. Children make satisfactory progress in their learning and development with particular strengths in self independence. Although actions have been raised during the inspection, the management and staff team demonstrate they have the capacity to self-evaluate their practice with children and strive towards constant improvement for their benefit.

What steps need to be taken to improve provision further?

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

- ensure the record of the children's hours of attendance is maintained at all times for all children looked after on the premises (Documentation) 04/05/2011
- ensure you take all reasonable steps to ensure that hazards to children are kept to a minimum - this specifically relates to condition of the broken toilet seats in the children's cubicles (Suitable premises, environment and equipment) 04/05/2011
- conduct a risk assessment and record when it was carried out and by whom. Regularly review the risk assessment, at least once a year, and include in the 04/05/2011

record the date of review and any action taken following a review (Suitable premises, environment and equipment)

- put in place a written statement of procedures to be followed in relation to complaints

04/05/2011

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

- ensure assessment records are up to date and next steps consistently inform future planning

The effectiveness of leadership and management of the early years provision

The management and staff team are well informed about child protection and know where to make referrals. Designated staff are responsible for fire safety and first aid. This ensures, if the children have any accidents or any concerns arise about the well-being of children, that correct procedures are followed.

Some record keeping and documentation that is required for the safe and efficient management of the nursery's, is maintained and are regularly reviewed and updated. However, although an attendance record is in place for all children, the hours of children's attendance is not kept up-to-date and a record of risk assessment for every area that children play was not evident during the inspection. Although the management team are aware of risks to children this fails to ensure that potential hazards are promptly recorded and minimised. These have an impact on safeguarding and are breaches of regulation. A range of policies are displayed for parents, these include, equality of opportunity and safeguarding. However, the complaints procedure is not inline with the requirements of the early years foundation stage. The nursery has recently installed a security intercom and fire detection equipment and procedures are in place.

Staff are deployed well to ensure that children are supervised at all times. The manager is taking effective steps to ensure resources and the environment are fully sustainable. In addition, children visit a range of recreational and educational places within the community, for example, the parks, library and places of interest in central London. Children's toilet facilities are insufficient as most toilet seats are broken. This has an impact on the children's health and safety.

Equality and diversity is promoted soundly with the provision. The children and staff represent a wide range of cultures and everyone is treated with respect. Children who have little English when they join the nursery are supported, as staff have a list of important vocabulary in children's home language to use when necessary. The children are settled and communicating in English. Staff demonstrate they have valuable knowledge about children's welfare and family background. For example, they are fully aware of children's health, dietary and care requirements, such as their allergies and feeding and sleeping routines. Children are provided with some resources that foster an awareness of diversity in society, for example, they learn about different cultures and the provider has

identified that further resources are required in the nursery to widen the children's experiences. The provider is fully aware of children who may have learning difficulties and extended services visit the nursery to offer support.

The management team have systems in place to self-evaluate and parents, children's and staffs views are considered and they have identified some areas for development. For example, parents now receive information about children's routines and the early years foundation stage; children's food preference are included in the menu and staff are due to attend training. This ensures children learning is further enhanced and feeds into the continuous improvement of the nursery.

Parents are effectively encouraged to be involved with their children's learning. They receive information about the daily routines and events through daily discussions, samples of their children's work and newsletters. Consultation evenings are planned and key workers and parents can share children's achievements in profiles. Parents take part in celebrations, outings and fundraising and their involvement and support is much appreciated.

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

The nursery is currently in the process of decoration and the management team and staff are working hard to create a welcoming environment and sufficiently organise the play areas to provide a range of resources. The staff ensures that most resources are accessible and this supports children to make their own choices and promote their independence and self-esteem. During activities, staff stimulates the pre-toddlers thinking effectively by asking a good range of questions to support their learning. For example, as children feed and wash dollies; the staff talks about and asks questions about their daily hygiene. This supports pre-toddler's personal, social and emotional development. Staff have sufficient assessment procedures for the use of starting points which are collated in profiles to plan for all children; and the use of a system for assessment, which includes some next steps, does allow children to progress satisfactorily. However, the staff have not ensured that all assessment records are consistently up-to-date. The staff have a loving and caring relationship with children, including babies and form a close attachments and this contributes to meeting their needs. The staff also apply clear and consistent boundaries, so that all children develop knowledge of what is expected and display positive behaviour. Children, including babies enjoy their time at the setting and they take pleasure in listening to stories and are creative in their play, for example, displays evidence they have been drawing fruits when learning about healthy foods and tooth decay. In addition, they have been exploring different methods with paints and materials for themed designs. Staff support children and toddlers' to use a wide range of equipment and tools safely, for example, cutting with scissors, rolling and shaping malleable materials. Children and babies develop their emergent writing through a variety of resources, understanding that their symbols carry meaningful. Pre-school children are writing letters of their name in preparation for primary school. Throughout the day pre-

school children have opportunities to count in sequence and also backwards as they line up when moving around the building. This ensures they are developing their knowledge and understanding of number. Toddlers, become interested in insects in a petra dish and staff encourage them to draw pictures. However, the children's learning is not extended at this time to encourage the children to talk about the characteristic of the insects.

Children, and toddlers understand how to keep themselves safe from harm by participating in a regular fire evacuation practise and learning about road safety and stranger danger when out in the community. Children, including babies are learning to adapt to a healthy lifestyle. For example, they enjoy nutritious cooked meals according to their individual needs. They have good opportunities to develop physically when they exhort lots of energy in the garden, confidently climbing on activity frames, playing bat and ball; riding wheeled resources. In addition, they regularly play on the recreational equipment at the local park. Children and toddlers are independent in their self care skills as they, wash their hands before a meal, arrange personalised place mats and confidently serve their own foods. They are developing independence and contribute effectively towards the welfare of others, for example, as older children respect the needs of the younger children as they play along side each other. Children, including babies are developing skills that will contribute to their future economic well-being as they use information and communication technology, become increasingly inquisitive and use role-play to support their learning. Children's understanding of diversity and difference is enhanced as they celebrate festivals and special events throughout the year. All children are encouraged to access toys and resources regardless of their gender. This ensures that children learn to value aspects of their own lives and the diverse society in which they live.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----