

Alphabet House Day Nursery

Inspection report for early years provision

Unique reference number

EY350725

Inspection date

10/05/2011

Inspector

Sue Riley

Setting address

Alphabet Nursery, 86 Newcastle Avenue, WORKSOP,
Nottinghamshire, S80 1LA

Telephone number

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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

Alphabet House Day Nursery has been open since 2002. It has changed owners and opened in 2007 under the current owners. It is one of a small chain of privately owned nurseries in Nottinghamshire and operates from converted offices in Worksop town centre. There is an enclosed outdoor play area.

A maximum of 94 children aged from birth to 11 years may attend the setting at any one time. There are currently 92 children attending, of whom, 79 are within the early years age range. The provision is also registered by Ofsted on the compulsory and voluntary childcare register. Children come from the local and wider communities. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery currently supports a number of children with special educational needs and/or disabilities.

The nursery is open each weekday from 7.30am to 6pm all year round, only closing for Christmas week. They employ 20 members of staff. Of these, 19 hold appropriate early years qualifications and some staff are working towards a further qualification. The nursery receives support from the local authority and are members of the National Day Nurseries Association.

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, they demonstrate that they fully understand the welfare requirements. Good partnerships between parents and staff ensure that individual children's needs are met and their protection assured. Partnerships with other providers in childcare are in place. Successful steps are taken to self-evaluate its provision for children and the nursery 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:

- develop consistency amongst the staff to ensure that they use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- develop consistency amongst the staff to ensure that children show increasing independence in selecting and carrying out activities.

The effectiveness of leadership and management of the early years provision

Children are well protected because staff have a good 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 robust 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. Parents' 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 good 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 good organisation of this setting. Resources are good, fit for purpose and support children's learning and development. Staff make the most of diversity to help children understand the society they live in. They have good systems in place to identify a child's need for additional support as early as possible. Staff share information with parents and other professionals where appropriate to ensure that each child receives the support they need.

The good 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. Parents are encouraged to support their child's learning at home in different ways. 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 nursery works effectively with other early years settings in which some children attend. The transition partnership with the schools that children move on to is good. All staff are focussed on helping all children to make good progress in their learning and development, and in promoting their welfare. Parents speak highly about the nursery.

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

Children settle well in the nursery and enjoy the use of the wide range of toys and equipment. They make good progress towards the early learning goals. Most 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 shares these records with parents to ensure they are fully aware of how their child is making progress. However, this is not consistent in all rooms. Children are very eager to play and join in with the activities; they get excited at 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, for example, distraction or positive praise. 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's independence is not consistently being encouraged, as the staff tend to do things for the children. They are starting to develop their awareness of diversity through activities, 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. Children in the pre-school room are aware of the tidy up routine, as they respond to the tidy up music. They have lovely warm relationships with the staff and have lots of fun with them. Children 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. Older children play cooperatively with each other and take on different roles within role play. 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. They enjoy books and eagerly listen to stories being told by the staff. Children benefit from singing and learn simple calculations as they sing number songs and rhymes. Problem solving is encouraged as children complete jigsaws puzzle or build stacking towers. Children are confident with information, communication and technology as they play with the interaction toys and the older children use the computer.

Children follow good hygiene practices as they take increasing responsibility for washing their hands appropriately throughout the day. 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 use and develop their small muscles and hand-eye control in all that they do. Children develop their large muscles as they use the large physical play equipment outside or at the local park. They also take part in music sessions which encourage children to be active. All children are starting to develop their awareness of diversity through activities and resources.

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	2

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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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