

Alphabet Nursery School

Inspection report for early years provision

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Inspector Rebecca Hurst

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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*.

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Description of the setting

Alphabet Nursery School registered in October 1990. The group operates from a hall with an additional room and toilet facilities. There is an enclosed area for outdoor play. It is situated in Battersea in the London Borough of Wandsworth, close to local shops and public transport links.

The nursery is registered on the Early Years Register only to care for a maximum of 40 children may attend the nursery school at any one time. It opens term times for morning sessions from 9am to 12pm, Monday to Friday and afternoon sessions from 1.15pm to 3.45pm, Monday to Thursday.

The nursery receives funding for early education. The nursery currently has no children with learning difficulties and/or disabilities. They support a number of children who speak English as an additional language. The nursery school employs five members of staff. Of these, all hold appropriate early years qualifications. The nursery school uses traditional and Montessori teaching methods.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a safe and secure environment in which they learn and develop at a good pace. Staff's skill and knowledge helps to provide children with a good range of activities which encourages them to become clear and critical thinkers and to extend their learning. Policies and procedures are well written and staff have a good working knowledge of these to enable them to support and protect children. This works towards meeting the individual needs of children. The provider understands the importance of evaluating the provision to improve the services it provides to the children and parents.

What steps need to be taken to improve provision further?

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

- consider ways to fully enhance the development of children's independence skills during snack time, in particular the preparation of the fruit
- provide learning opportunities which are original for the children by reducing the number of worksheets that are used within the sessions

The effectiveness of leadership and management of the early years provision

The staff have a good understanding of child protection and how to safeguard the

children in their care. Effective procedures are in place for fire drills. Risk assessments are in place to enable the children to play in a safe environment. The registered person has implemented clear procedures for recruiting, and managing the continuing suitability of staff. Regular appraisals, training and strong vetting procedures help to develop the motivated and secure workforce. This promotes the safety of all children in the setting.

Resources are very well laid out to allow the children to enhance their independence through self selection. Equality and diversity is taught well to all children. Staff take into account the children's own backgrounds and use these to plan meaningful activities to teach them about the different festivals and celebrations from around the world. Parents play an active role in coming in to teach the children about different countries, cooking food and reading stories in different languages to the children. The staff attend regular training sessions which enable them to keep up-to-date with any changes to legislation and plans to observe the children.

The nursery works closely with the schools the children will be moving onto. Teachers come into the nursery to observe the children and the staff visit the children in some of the schools when they have settled in. This provides continuity of care for the children and allows them to settle well into their new school environment. There are good communication links between the parents and the nursery. Parents have regular newsletters to keep them up-dated with what's happening within the nursery. Parents also attend meetings where they discuss with the staff the progress their children are making. Parents are also involved in the self-evaluation process by completing questionnaires which informs the changes being made to the provision. The nursery is able to identify their key strengths and the areas they wish to improve upon. Consequently, the nursery is responsive to its users.

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

Children are happy and settled at the nursery. They receive plenty of attention from the staff, where they are at hand to offer cuddles of support and guidance. This builds the children's self esteem and their self confidence levels. Children are making good progress towards the early learning goals. They are supported by a well informed staff team who have a secure understanding of how children in the early years age group develop and learn.

Staff plans activities that cover all of the six areas of learning and comprehensively support children's understanding in a range of challenging ideas. Planning for the children is a good mix of focus activities and resources laid out for the children to explore. Observations and tracking sheets are used to guide how well the children are progressing with learning. There is a heavy emphasis on worksheets to aid the children's learning and development, however this does not also allow for the

children's work to be original.

There are clear boundaries set with the children and they are fully aware of what behaviour is expected of them whilst they attend the nursery. All staff are consistent in their approach to behaviour and given the children's ages and stages of development they are well behaved. Staff have a good use of open ended questions to make the children think about what they are doing and are skilled in adapting the activities to meet the differing needs of the children that are accessing them. This enables the children to develop good skills for the future. Staff warmly praises all efforts which helps children to develop the confidence to express their own ideas and to try new challenges.

Children have fresh fruit and water at snack times. Children hand out the plates and cups for each other. Older children pour their own water and the younger children are guided by the staff to pour their own drinks. There are missed opportunities to fully enhance the children's independence skills as currently the staff prepare the fruit for the children. Children are fully aware of the reasons as to why they need to wash their hands and eagerly wash them to participate in an activity to decorate biscuits they have baked. This helps the children to be protected from cross infection and contamination. Children are skilled in using stencils to draw around and can explain what shapes they have drawn. This enhances their creative and mathematical development.

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	1
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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