

Alphabet House

Inspection report for early years provision

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Inspection date	11/10/2011
Inspector	Jan Healy
Setting address	Mayfair, Evesham, Worcestershire, WR11 1JJ
Telephone number	01386 423207
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Type of setting	Childcare - Non-Domestic

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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 is a privately run nursery which registered in 2002. It is registered on the Early Years Register and both of the compulsory part and voluntary part of the Childcare Register. It operates from two rooms in St Richards Church Hall in Mayfair, within the Fairfield district of Evesham, Worcestershire. The nursery serves the local area, is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday, Tuesday, Thursday and Friday during school term times. Sessions are from 8am until 3pm. Children are able to attend mornings, afternoons or full days. The nursery is registered on the Early Years Register. A maximum of 36 children may attend the nursery at any one time. There are currently 36 children on roll. The nursery provides funded early education for two, three and four year old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs eight members of childcare staff, all of whom hold an appropriate early years qualification. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children are making exceptional progress in their learning and development, as the staff recognise the uniqueness of all the children and routinely meet their individual needs. Safeguarding is given utmost priority, ensuring the children's welfare and happiness. Steps are taken to help the children's understanding of differences in the society in which they live, even in this predominantly single culture setting. Partnerships with parents and other providers who deliver the Early Years Foundation Stage are used to promote excellent quality education and care. A successful method of self-evaluation aids the staff to make continuous improvements.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- displaying lists of words from home languages used by the children

The effectiveness of leadership and management of the early years provision

The nursery has robust policies and procedures which are consistently used to ensure the health and safety of all the children. The staff are fully aware of their

responsibilities in safeguarding the children and receive regular training. A designated person for child protection works closely with other agencies to help protect the children's welfare. The staff are vigilant in supervising the children, being particularly conscious of the differing age range and abilities. A thorough recruitment plan ensures the staff are suitable to work with young children. Meticulous risk assessments help to identify any hazards which are minimised.

The manager is exceptionally successful at inspiring her staff, resulting in them continuing their learning and updating their knowledge, which contributes to them bringing new and exciting ideas to the nursery. Morale is exceptionally high, which has a positive impact on the children's feeling of safety and security. A successful method of self-evaluation helps to continually drive improvement, with the parents and children contributing their ideas. The staff efficiently and effectively use and manage the resources to meet the needs of the children. Furniture, equipment and resources are of high quality and are suitable in supporting learning and development. Space both indoors and outdoors are used imaginatively, with the children respecting their toys and taking care of their books. The staff actively promote equality of opportunity. They provide the children with a wide range of resources that reflect positive images of diversity, such as dressing up clothes, books and jigsaws. However, the staff do not display lists of words from home languages used by the children.

The staff share a highly positive relationship with the parents. Their views are sought and acted upon, such as through questionnaires and they are made very welcome upon arrival. Resulting improvements include the alteration to the opening times and a book loan. Parents speak enthusiastically about their children's learning journals and they are encouraged to continue their learning at home. Parents are encouraged to share their knowledge with the nursery children, such as bringing in their pets, as the children benefit from these additional experiences. The staff are highly skilled at developing wider partnerships which contributes well in supporting individual children's needs. The staff are highly motivated in aiding the children's transition into school.

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

The children arrive happily and are eager to learn. They settle swiftly to an activity of their choice due to the significant support and attention they receive from the staff. They build strong relationships with their friends, with the older children helping the younger ones with everyday tasks, such as to switch on the computer. Imaginative organisation of resources and play areas allow the children to make choices and select equipment for themselves, encouraging them to become increasingly independent. During snack, independence is further encouraged, as the children have the opportunity to chop up their fruit and to pour their own drink. Children are confident communicators and are developing exceptional language skills. They enjoy sharing books and taking part in specific activities that help to further their vocabulary. They write for a purpose, such as signing themselves into the nursery each morning as well as writing dates in a diary when taking part in pretend play at the vets. Children problem solve when making a

house out of camouflage. They count with confidence and join in with number games, songs and rhymes. Ample opportunities are available for the children to learn about modern technology and they use a camera, computer and electronic toys with increasing confidence. Children express their creativity through dance, acting during story and role-play based on their own first-hand experiences. They explore malleable material by patting, stroking and squeezing play dough. The children are learning to respect their environment by collecting rain water for their plants and flowers. The children take part in events within their community and very much enjoy the strong relationship they share with the local police officer who visits them regularly. The children are making a positive contribution by cooperating with each other during play by joining in with team games and sharing the toys.

Teaching methods are rooted in expert knowledge, as the staff have an exceptional understanding about how young children learn. This results in the children having much fun and they happily evaluate their own learning. Rigorous planning helps to successfully provide for the children's individual needs, resulting in the children making outstanding progress in their learning and development. Thorough assessment through high quality observations aid the staff to identify the children's stage of development and to plan for their progression. Play opportunities are interesting and challenging and encourages the children to think critically.

The children have a wealth of opportunities to learn about how to lead a healthy lifestyle, such as growing their own vegetables, which they use to make soups and stir fry. They make healthy choices about what they eat and drink for snack and demonstrate meticulous hygiene practices when preparing for lunch. They are extremely active and freely access the outdoor play area, where they learn about the benefits of exercise. The children and staff share a warm and affectionate relationship, which creates an exceptional feeling of safety. Each child has a key person who knows them extremely well and who successfully supports their learning and development and promotes their welfare. The children seek staff support when required and are able to confide in them, helping them to feel secure. They have an excellent understanding about how to remain safe when engaging in everyday activities. For instance, they learn about how to use scissors safely, so they become increasingly able to use them on their own. When visiting the forest school, the children use tools with skill and dexterity. Behaviour is exemplary, with the children demonstrating an excellent understanding about the standards of behaviour expected and apply these to keep themselves safe.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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