

# Alexandra House

Inspection report for early years provision

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**Unique reference number**

EY281026

**Inspection date**

10/05/2012

**Inspector**

Lynne Bowden

**Setting address**

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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*.

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## Description of the setting

Alexandra House is a charity run organisation, operating from purpose built premises to the north of the centre of Plymouth. Service provision includes full day care. It was registered in April 2004. The centre is registered on the Early Years Register and may provide care for a maximum of 58 children in the early years age range; of whom no more than 18 may be under 2 years. There are currently 128 children aged from three months old to under five years on roll.

The centre originally opened to support service families, but day care provision is now available to all families in the local area. Alexandra House is open for 51 weeks a year. It is open from 7:30am to 5:00pm, Monday to Friday, with families able to use the facility flexibly for full or half day sessions.

The setting currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. A total of 28 equivalent full-time staff care for children; all the staff hold a level three qualification in childcare, with the exception of one member of staff who is working towards this. The manager, who is supernumerary, is a qualified primary school teacher. The setting receive support from Plymouth city early years services.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Committed staff skilfully use the Early Years Foundation Stage framework to promote children's development through play and routines. Children are making good progress towards the early learning goals and all children are successfully included, with their individual needs well met. Highly effective links with outside agencies and other providers support staff in promoting children's development and inclusion. Partnership with parents is generally good and the environment is safe and well resourced overall. All staff are guided and well supported by the highly committed manager, who constantly aims for excellence. Effective monitoring and self-evaluation is clearly embedded in practice, demonstrating the setting's strong capacity to improve and continually enhance outcomes for all children.

## What steps need to be taken to improve provision further?

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

- encourage parental involvement in planning and promoting their children's learning and development
- develop children's awareness of languages and writing systems other than

English, to help children embrace differences in languages.

## **The effectiveness of leadership and management of the early years provision**

Staff have a secure knowledge and understanding of safeguarding procedures and the indicators that would cause concern. Effective recruitment and vetting procedures are followed to help keep children safe from harm. Access to the premises is closely controlled. Effective risk assessments ensure that the premises, resources and activities are safe. All fire equipment is regularly serviced and frequent fire drills are carried out. Staff conscientiously monitor sleeping babies and toddlers. Organisation and deployment of resources is good, with all rooms and outdoor areas welcoming and attractively decorated and resourced.

Equal opportunities, difference and diversity are well promoted overall, by the provision of a wide range of resources showing positive images. Teamwork is good, with staff working well together. Management are supportive of staff development and demonstrate their commitment to sustaining continual improvements well. They provide in house training and use regular appraisal systems to identify and support staff's ongoing development and training needs. The manager and staff constantly monitor and evaluate their effectiveness. Well organised systems monitor the progress of individual children. Clear records of individual children's development and interests enable effective planning. Skilled staff interventions promote children's development, learning and independence. The setting works extremely effectively with other agencies and parents to help meet children's needs and provide consistent care.

Staff seek support from parents, asking for information about their interests and activities. The staff are highly effective at meeting the needs of children with learning difficulties and disabilities by working in close partnership with parents and other agencies. Partnership with parents is very good, although encouragement of parental involvement in planning for their children's learning is not embedded in practice. Parents enthusiastically praise the setting. They value the support that they receive from staff in settling their children in and feel informed about their children's progress.

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

The welcoming, well organised environment enables highly confidently children to happily select and explore the range of high quality resources readily available. Older children use their mathematical knowledge as they count how many will be sitting at each dinner table and set the tables accordingly. Toddlers develop their awareness of colour and shape as they complete jigsaw puzzles, they enjoy exploring their rooms and the range of resources available. Babies and toddlers benefit from their daily access to the outdoor play areas, where they are able to experience and explore the environment. Older children benefit from free-flow

access to the outdoor play area. There is a large covered area where children are able to play out in all weathers, as staff provide them with all-in-one waterproof clothing. Children thoroughly enjoy riding tricycles.

Indoors, children listen with concentration as staff read stories to them and enthusiastically join in familiar phrases. Together they discuss both the books and their previous activities. Children eagerly join in singing familiar songs and rhymes. Some are able to quickly and confidently subtract by two as they sing along to number action songs. Children develop their knowledge and understanding of time as they play popular time-themed playground games. This is extended as children have opportunities to learn to recognise the relationship between the clock hands and time. Clear hygiene practices are reinforced through staff reminding children to wash their hands at appropriate times. Risk of cross contamination is effectively minimised as staff provide each child with their own bedding. Children's individual routines are closely followed and they wake refreshed after sleeping soundly, regularly checked on while they sleep. Children enthusiastically enjoy their sociable and nutritious snacks, helping themselves to fresh fruit and developing independence skills as they learn to peel their bananas and pour out their own drinks. Children's understanding of healthy eating is extended well, as there are opportunities to grow foods in setting's allotment and eat these at snack time. Children with English as an additional language are fluent and confident English speakers. However, the environment lacks an array of examples of script and text in the range of languages spoken by families using the setting, to promote inclusion and pride in their abilities. Children with learning difficulties or disabilities are fully integrated. They play happily with their friends and participate enthusiastically in activities.

Children become familiar with the evacuation procedure through their participation in regular fire drills. They develop independence as they choose activities and resources, and dress appropriately for outdoor play. These skills, along with their ability to concentrate, listen to instructions from adults and behave well, equip them well for the future.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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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