

# The Alphabet House Nursery School

Inspection report for early years provision

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<b>Inspector</b>	Sue Mann

<b>Setting address</b>	23 Harold Road, Upton park, London, E13 0SQ
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<b>Telephone number</b>	020 8548 9466
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<b>Email</b>	
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<b>Type of setting</b>	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**

The Alphabet House Nursery School registered in 1999 and is one of five privately owned nurseries run by Alphabet House Nursery Schools Limited. It operates from a purpose built two storey building in a residential area of Upton Park, East London. There is an enclosed garden available for outdoor play.

The nursery is open each weekday from 8am until 6pm all year round. A maximum of 60 children may attend the nursery at any one time. There are currently 64 children attending who are within the early years age range. The nursery is registered on the Early Years Register. The nursery is funded to provide free early education for two, three and four-year-olds. The nursery supports children with special educational needs and/or disabilities. Support is provided for children with English as an additional language.

The nursery employs 10 members of staff, all of whom hold appropriate early years qualifications at level three.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The nursery has an inclusive approach and overall, all children are settled and happy in the settling. A good system is in place for observing, assessing and planning for children's learning and development outcomes. Therefore, children make good progress in their learning and development. Children benefit from good relationships between staff, parents and carers. The nursery has forged effective links with other professionals. Continual self-evaluation by the nursery identifies both key strengths and priorities for improvement, which enables the nursery to maintain continuous improvement.

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

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

- strengthen mealtime arrangements to ensure that all children's needs are fully met
- improve the range and condition of the books available to young children to enable them to understand and enjoy stories, books and rhymes. This applies to the under twos room.

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

The nursery demonstrates a good understanding of safeguarding as they have good procedures in place, should there be a concern about a child. The nursery has an emergency fire evacuation procedure in place. Therefore, children are able

to learn how to protect themselves in the event of a fire. Comprehensive risk assessment and daily checks are carried out, which enables the staff to ensure that the nursery is entirely safe for children. All policies, procedures and child records that are required for the safe and efficient management of the nursery are maintained. Children's good health and well-being are promoted through the nursery's good hygiene routines and their commitment to checking that all steps are taken to prevent the spread of infection.

Overall, children have their individual needs well met. However, occasionally at mealtimes the organisation is not consistent. They are encouraged to be respectful to others and have many opportunities to become aware of and develop their understanding of difference. Pictures of children's families and countries help children understand about diversity and the wider world. Children with special educational needs and/or disabilities and those who speak English as an additional language are well supported and included in all activities and routines of the nursery.

Overall, children benefit from a good range of stimulating and fun resources, which are easily accessible from low-level shelving. However, some of books are broken and missing pages, which means children, are unable to enjoy reading and sharing books with their friends and staff. The bright nursery walls depict the children's artwork, models and many images of diversity. The nursery continually assesses its provision through regular staff meetings and parent consultations. This helps ensure that priorities for development are identified and acted upon; this enables the nursery to respond to the needs of all of its users. For example, the nursery is developing plans for the outside environment to be enhanced.

The nursery works well in partnership with the parents and carers. Positive relationships with parents help staff know and value children's differing backgrounds. They provide good opportunities for the parents to become involved through annual outings and cultural celebration events. Parents are well informed about their children's progress towards the early learning goals through verbal daily feedback and consultation evenings. These give parents the opportunity to discuss in detail their child with the key worker. Parents are happy with the service the nursery provides. The nursery is committed to working in partnership with external professionals and the local authority. This allows them to seek advice and support if required.

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

A well planned settling-in process helps ensure that children's transition into the nursery's care is smooth. Time spent at the beginning of the care arrangement enables staff to be fully aware of each child's needs and stages of development. Therefore, children display a good sense of belonging and security within the setting. Staff use their good knowledge of the Early Years Foundation Stage framework to support children's learning and development. Effective systems are in place for observing and planning to support children. This enables children to

make good progress towards the early learning goals. The nursery has a good balance of adult-led and child-led activities, which allows the children to follow their emerging interests using the wide range of resources available to them.

Children are encouraged to lead healthy lifestyles through the range of healthy snacks and meals that are prepared on site by the qualified cook. Children enjoy a selection of fresh fruit, raisins and crackers for snack and have home cooked meals for their lunches. Children eagerly tuck into sausages, vegetables and potatoes, followed by mousse and fresh fruit. Children are able to access fresh drinking water at all times, this helps ensure that they do not become thirsty whilst at nursery. Staff encourages children's independence as they put on their own shoes and sun hats before going outside to play. Children are able to access the wide range of resources independently from the low-level shelving and baskets in all rooms. Staff encourage all children to behave in ways that are safe for themselves and others. They are aware of the rules that need to adhere to, for example not running about indoors.

There is a secure outdoor play area for the children to enjoy fresh air, which supports their good health and well-being. The grass area has been turfed with artificial grass, which enables children to enjoy the fresh air and exercise all year round. Climbing frames and bikes provide children with the opportunity to develop their physical skills. A small garden area helps them to develop their knowledge and understanding of the world through growing plants and vegetables. A wide selection of natural resources collected by the nursery encourages children to further develop and explore using magnifying glasses. This enhances their knowledge and understanding of the world. Children develop their understanding of diversity through the many cultural celebrations the nursery holds and the abundance of pictures, books, musical instruments and dressing up clothes available. Children develop good problem solving and numeracy skills using resources depicting numbers and counting and sorting equipment. They explore and compare the differing weights of objects using scales. Children develop good skills for the future using the range of electronic resources, such as key boards, telephones and calculators.

Daily circle times and story times enable the children to develop good communication, language and literacy skills. They sit and listen to 'The Gruffalo' being read, repeating the refrains as they occur with excitement. The children have many opportunities to develop their creative skills, using paint, dough, gloop and other experiences. Early writing skills are promoted through the role-play area and at the well-resourced mark making areas in each room.

## 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	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

<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	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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