

Alphabet House Day Nursery

The Lodge, Adbolton Lane, West Bridgford, Nottingham, Nottinghamshire, NG2 5AS

Inspection date	25/10/2012
Previous inspection date	16/06/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Strong relationships are forged through a good key person system so children feel happy, secure and confident.
- All practitioners have a secure knowledge and understanding of the areas of learning and how children learn.
- Practitioners are effective role models and relationships are strong at all levels. Children develop good behaviour and demonstrate respect for each other and play harmoniously together.
- Children are well supported in their understanding of a healthy diet and the need for physical exercise.
- The management team have an effective system for monitoring the educational programmes and, consequently, planning and assessment are effective in improving children's learning and development.

It is not yet outstanding because

- Practitioners are not yet confident in extending children's vocabulary and extending their speaking and language skills.
- Systems to find out about children's starting points on entry, in relation to their learning and development, are in the process of being developed.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector took a tour of the setting.
- The inspector observed an adult-guided activity jointly with the manager.
- The inspector looked at a sample of children's 'Learning Journeys', policies and procedures and had a discussion with key persons.
- The inspector observed child-initiated play in all the rooms.
- The inspector held timely discussions with the manager.

Inspector

Sharon Alleary

Full Report

Information about the setting

Alphabet House re-registered under a new name and new ownership in 2009 having previously been running for over 23 years. It is one of four nurseries run by a private company. It operates from a large converted house on the outskirts of West Bridgford near Nottingham. Children are cared for in five rooms according to their age and level of ability. Children aged over three years are based in rooms on the first floor. There are two outdoor play areas. The nursery serves families from the local area and surrounding suburbs.

The nursery is registered on the Early Years Register and also on the compulsory part of the Childcare Register. There are currently 81 children on roll all of whom are in the early years age range. Children attend a variety of sessions each week depending on the individual requirements of each family. The nursery is open from 7.30am to 6pm. It is open all year round, closing only for public holidays and a week at Christmas. The nursery supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

The nursery employs 16 full and part-time members of staff, 14 of whom are childcare staff who hold an appropriate early years qualification. The setting receives support from the development team from the local authority and is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review and develop opportunities to extend children's language and learning by building vocabulary and using open ended questions with many possible answers.
- develop systems for including parents in children's 'Learning Journeys' by extending information gained on entry about children's starting points.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children's learning and development is supported by practitioners who have a thorough knowledge of the Early Years Foundation stage. Activities are provided that are interesting and engaging. For example, the children are encouraged to recognise emotion faces on a dice and then add their own experience of this emotion; this supports their personal, social and emotional development well. Secure planning and monitoring across the seven areas of learning ensures all aspects are included. Practitioners engage and intervene with children appropriately, however, on occasions verbal exchanges lack good questioning to encourage children's thinking and also fails to build on their vocabulary. Consequently, children's communication and language skills are not fully extended. Nonetheless, practitioners skilfully provide running commentaries for children to extend their listening and attention. Older children are introduced to a superb letters and sounds session which further enhances their literacy development in readiness for school. For example, some three year olds are already identifying the initial sounds of letters.

All practitioners have high expectations of the children and they use their accurate assessments of them to promote their learning and development. For instance, children learn about other countries and make animal masks by sticking and gluing as they learn about different cultures, this supports physical development along with an understanding of the wider world. Babies' learning is extended as they watch intently as staff engage them with a set of keys, staff use playful noises and questioning to further extend listening. All children are working comfortably within their age and stage of development.

Key people know their children very well and use their knowledge to engage with parents at the start and end of sessions. However, the systems to engage parents in the initial assessment of children's starting points on entry are yet to be developed, this means that learning from home cannot fully be incorporated into their child's 'Learning Journeys'. Parents are encouraged to support and share information about their children's ongoing learning and development at home through the use of two-way 'Learning Journeys'. Key persons are effective in using all information about their key children to match the learning to each individual child's needs, for instance, children who have an interest in wheels are encouraged to learn through enhanced provision, such as small world play.

The contribution of the early years provision to the well-being of children

All children, including babies, enjoy a warm and close relationship with staff in the setting, especially their key person. They feel secure and, as a result, they are independent in exploring their environment. Practitioners take time throughout the day to spend quality special time with individual children. Mini-tots display secure attachments as they run enthusiastically towards staff and are scooped up for cuddles. Older children seek to interact with visitors to the setting and confidently ask questions and talk about the setting and their friends and family.

Children's behaviour is very good. For example, children take on important tasks to help staff as they prepare for lunch, this duty is taken very seriously by the children. Adults act as superb role models as they use positive reinforcement at all times, for instance, children are reminded to use 'lunchtime voices'. Children display good manners to each other with no prompting and they play respectfully together as they take turns and share. Staff use constant praise and encouragement which helps to promote children's self-esteem. Babies explore their surroundings with confidence, challenging themselves and taking risks as they investigate the natural resources in the well organised sensory area.

Practitioners place the utmost priority on the safety of children in the setting. Concerns are shared and discussed with children, for instance, when taking a walk to the orchard they are reminded constantly about taking care when walking amongst traffic. Children listen carefully when practitioners discuss risks and then show they feel safe by displaying confident and self-assured behaviour. The owner and management have gone to great lengths to ensure children are provided with healthy options with regard to their diet, consequently, at lunchtime the children are keen to try new flavours, for example, as they experience cabbage for the first time. Children go outdoors every day and they also have

the added advantage of the delightful orchard to run and chase around in after a ball. Children manage their own personal needs relative to their age, for example, toddlers and pre-schoolers wash their hands independently before they have a snack.

The setting provides a very well-resourced, stimulating and welcoming environment throughout. Both indoors and outdoors the resources support children's all round development and promote learning in all areas. Children help themselves to toys and games as all resources are well labelled, this encourages growing independence and cooperation. Practitioners provide excellent support as children prepare for the next stages in their development. Key people play a large part in settling children into their new room within the setting. Culture and diversity are very well represented throughout the setting which further enhances children's understanding of a diverse society.

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

The management team have a very good knowledge and understanding of the educational programmes and they have effectively cascaded this information to the staff team who are all confident in the areas of learning and how children learn. They have embraced the revised Statutory Framework for the Early Years Foundation Stage. Monitoring of the learning and development is detailed and effective. The management team examine planning and assessments to maintain consistency and an accurate understanding of children's skills, abilities and progress.

Children are safeguarded well. All practitioners have a good knowledge of child protection procedures and what to do if they are worried about a child; this is further enhanced by visible prompts throughout the nursery. Very good recruitment and vetting systems ensure children are cared for by suitable adults who are enthusiastic and motivated. All aspects of the environment, both indoors and outdoors, are subject to thorough, regular risk assessments. This ensures children are cared for in a safe environment. A wide range of policies and procedures underpin the efficient running of the setting.

The management team work closely with staff to monitor the setting and identify strengths and areas for further improvement. A thorough self-evaluation details how the setting has developed a plan to improve their service, for instance, introducing a parent's comments box to further inform self-evaluation. The new manager of the setting is fully committed to developing monitoring and supervision of performance to ensure consistency. Through regular appraisals staff are encouraged to enhance their knowledge and understanding of good practice by attending courses that benefit themselves and the children. Very good partnerships with parents are fostered and informative newsletters tell parents all they need to know. The manager understands the requirement to work closely with other agencies that are involved with the children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY405561
Local authority	Nottinghamshire
Inspection number	875277
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	85
Number of children on roll	81
Name of provider	Alphabet House Day Nurseries Limited
Date of previous inspection	16/06/2010
Telephone number	01159820101

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years

Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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