

Alphabet House Day Nursery

444 Fleetwood Road, Fleetwood, Lancashire, FY7 8AT

Inspection date	12/11/2012
Previous inspection date	01/04/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are happy, motivated and eager to learn. They show excellent levels of independence and imagination and have very good relationships with each other and staff.
- The learning environment both indoors and outdoors provides interesting, challenging and stimulating activities that engage children and build on their interests.
- Every member of staff has high expectations of the children and has an excellent awareness of how young children learn. This ensures that each child makes very good progress from where they started in the setting.
- Excellent and well established partnership working with parents and other professionals is highly effective in ensuring that children's individual needs are met.
- Regular performance monitoring and professional development for each staff member supports, motivates and improves their practice.

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.

Inspection activities

- The inspector observed activities across the age ranges.
- The inspector viewed all relevant documentation.
- The inspector spoke with the manager and registered provider.
- The inspector carried out observations of the children and carried out a joint observation with the manager.

Inspector

Sandra Harwood

Full Report

Information about the setting

Alphabet House Day Nursery has been registered since March 1992 and since 1996 under the present owner, who is the registered individual. It is situated in a residential area of Fleetwood, close to primary schools, park and library. It is the satellite day care provider for West View Children's Centre. The setting is registered on the Early Years Register. Currently there are 72 children on roll and the setting supports children with special educational needs and/or disabilities. Children attend for a variety of sessions.

Facilities for children are set within a detached property. The ground floor consists of the baby and pre-school unit with their own sleeping, changing and toilet facilities. Upstairs is

the toddler unit with their own facilities. A kitchen, staff room and office are also upstairs. There is an enclosed play area to the rear of the premises.

There is a staff team of 14, of whom 13 are qualified and one is working towards a qualification at level 2. The manager has completed the Early Years Childcare Development degree and has achieved Early Years Professional status. There is also a number of support staff, including a qualified teacher. The setting has a five star hygiene rating. Membership of the National Day Nurseries Association and Pre-school Learning Alliance is retained. Advice, support and training are gained from the local authority.

What the setting needs to do to improve further

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

- enhance further the learning journeys through extending the recording of adult input.

Inspection judgements

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

All staff in the setting have an excellent knowledge and understanding of how to promote the learning and development of young children. They actively encourage children's learning through the provision of extensive, interesting and challenging experiences that give a purposeful and effective balance across the seven areas of learning. For example, children demonstrate their confidence in their relationship with staff as they invite staff to join in their play. In the pre-school children are busy in the home corner kitchen making soup. The staff confidently extend children's thinking and language by asking 'what kind of soup is it?' and talk about the different vegetables that could be used. Eventually, after some thought, the reply was 'it's green soup with sweet corn'.

The learning environment is stimulating and engaging and encourages children across the age ranges to explore and learn. Children are fully involved in the setting. They have regular input to planning through shared thinking activities. This allows the children to identify their likes and interests and engages them in their learning. For example, the pre-school children use the undersea creatures they requested to make prints in the dough, then count the legs they can see. Mealtimes and snack times are relaxed social events when staff and children enjoy vibrant conversations about a variety of topics. This is extremely successful in supporting the development of communication and language and emotional development.

There is continuous access to a range of early writing experiences, both indoors and outdoors; babies enjoy using the foam as they move it around the board. The pre-school children explore making marks in the glitter tray with brushes. Children across all age ranges display effective characteristics of effective learning as they concentrate on practising their cutting skills in the toddler room, practise their number recognition skills and counting in the pre-school room and babies show great determination and pleasure as they proudly walk across the room on their own.

Children's individual progress is closely monitored using the Development Matters in the Early Years Foundation Stage guidance to ensure all children meet expected levels of development. Key persons record and identify individual next steps for each child, this is followed by comprehensive observations to monitor their progress. This information is clearly demonstrated and presented for practitioners and parents to understand. However, adult input is not always fully reported in all files. The staff show great dedication to providing the children with high-quality experiences and constantly review what they do to provide the best they possibly can for the children in their care.

Children have a gradual settling-in process which helps parents and children to develop bonds with their key person and identifying starting points. Verbal daily feedbacks, as well as link books, also contribute to parents' information. Parents are given suggestions of learning activities to do at home, for example, about autumn and the learning the children can get from it. Staff also request things, such as something for the nature table to be brought in, which helps parents to be involved in child's learning in the setting.

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

The key person system is very successful and ensures that the children feel safe and secure, enabling them to explore and develop their independence. All children show an extremely strong sense of belonging within the setting. Their self-esteem and confidence is very well supported through acknowledging their achievement, for example, each age range has an achievement tree where staff and parents can hang apples to show children's achievements. Children enjoy a range of healthy snacks and meals which are freshly cooked on the premises. The pre-school children have continual access to the outdoor decking in all weathers. Toddlers and babies also access the outdoors daily. Children across the age ranges regularly go on walks around the neighbourhood and to the local park. This successfully promotes knowledge and understanding about the community. Older children show they have an excellent understanding of their bodies as they talk about it being cold outside. Children's understanding of keeping safe is promoted through regular fire drills. The toddler room children learn about the safety of stairs and expertly show their understanding as they descend the stairs carefully to access outdoors.

Children independently work extremely well and show excellent negotiating skills as they work together to build a jigsaw. Behaviour across the setting is very positive. For example, they show care and understanding for each other as they inform staff that is someone else's turn now to paint. The children show a developing responsibility within the setting as they follow routines independently. They self-serve at mealtimes and eagerly and expertly tidy up when the music starts. The setting is committed to an effective inclusive

practice. All children are treated as individuals and with great respect. The whole staff team are committed to offering a very high quality of care to the children and their families. Activities are adapted to suit all children's needs and enables independent learning experiences. This is because staff are well deployed, very vigilant and the wide range resources across the age ranges are fully accessible.

The staff skilfully support children's transition both within the setting and to school. Staff accompany children on visits to their new school and they introduce a range of uniforms into the home corner, to further support them. Transition within the setting is gradual and at the children's pace, working in partnership with parents and allowing time for bonds to develop with the new key person. The children's learning journeys are fully completed with information about their stage of development to ensure smooth transition.

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

Children's safety and protection is assured because there is a comprehensive awareness of safeguarding issues among all the staff in the setting. The staff have a secure knowledge of child protection issues and are able to implement appropriate procedures to protect children should the need arise. Robust systems are in place to ensure the safe recruitment and ongoing suitability of staff. This includes a rigorous induction process for any new staff. All the staff hold a relevant first aid qualification. Effective detailed risk assessments are undertaken for both indoors and outdoors and appropriate action is taken to eliminate risks. Consequently, children move freely and safely throughout the setting.

The manager and senior staff monitor planning and assessment procedures, this ensures staff display a very accurate understanding of children's interests, skills and progress. Staff know the children extremely well and are highly committed to working in partnership with other providers and external agencies to ensure the children get the support they need. Partnerships with parents are extremely well established and parents state they feel involved in their children's learning and say staff are friendly, approachable and confidently address any concerns or suggestions. Home-link books, the good news wall and regular meetings to discuss their children's progress support this. The setting also encourages families and extended families to share activities in the setting, such as back to the table and crazy pumpkin carving. This further supports children's learning and increases their confidence and self-awareness as they see photos of their family around the setting.

A thorough self-evaluation takes into account the views of staff, children and their parents and is the result of careful monitoring, analysis and challenge. For example, the environment walk through, focuses attention on the environment and highlights areas for improvement. Peer observations have recently been introduced to support staff and identify areas of strength and weakness. Highly effective supervision and regular team meetings provide support for all members of staff and promotes the interest of the children. The needs of the staff and setting are accurately identified and training is targeted to ensure practice and understanding is continually improving.

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	309211
Local authority	Lancashire
Inspection number	867852
Type of provision	

Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	42
Number of children on roll	72
Name of provider	Alphabet House Ltd
Date of previous inspection	01/04/2009
Telephone number	01253 878600

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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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