

# Alphabet House Day Nursery

126 Nottingham Road, Long Eaton, Nottingham, NG10 2BZ

## Inspection date

Previous inspection date

20/02/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- Staff know the individual children very well. This enables children in all age groups to feel secure and form trusting relationships.
- The nursery offers a wide range of exciting activities to help children across all age groups, to learn new skills and make good progress in their learning.
- Managements' organisation is very efficient and enables the nursery to run smoothly. The staff team are very hard working and enthusiastic about their roles.
- Partnership with parents is strong. Staff and parents communicate very well, which helps to promote continuity in children's learning and care.

### It is not yet outstanding because

- Staff do not always encourage children to use or talk about numbers while they play or when they are involved in the everyday routine.
- Staff provide few opportunities for older early years children to explore and investigate technology, such as cameras.

## 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector held discussions with the children, parents, staff, management and owners throughout the inspection.
- The inspector observed children freely playing and during focused activities, outside play and meal times.
- The inspector completed a tour of the premises to check it was safe and clean for children.
- The inspector completed a joint observation with the nursery teacher.
- The inspector looked at children's assessment records, learning journeys and planning documentation.
- The inspector checked the qualifications of staff and the nursery documentation.

## Inspector

Janice Hughes

## Full Report

### Information about the setting

Alphabet House Day Nursery originally registered in 1997 and re-registered in 2012. It operates from a converted house in Long Eaton, in Derbyshire. The nursery is open each weekday from 7am until 6.30pm all year round, except at Christmas and bank holidays. All children share access to an enclosed outdoor play area. The nursery is accessible from the ground floor.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 75 children on roll within the early years age range. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 24 members of staff, of whom 21 hold appropriate early years qualifications. One is a qualified early years teacher. The setting provides funded early education for two-, three- and four-year-olds. The nursery also runs 'Forest School' sessions and has support 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:

- extend opportunities for children to explore and investigate the use of more complex technology, for example, a camera or computer
- develop further opportunities for children to use numbers in everyday play and routines in order to strengthen the programme for mathematics and extend children's mathematical skills.

### Inspection judgements

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

Staff have a very good knowledge and understanding of the Early Years Foundation Stage framework. This is used effectively to provide stimulating and challenging activities across most areas of learning. Staff provide an efficient balance of adult-led and child-initiated

activities across all age groups to support children in their learning. They observe children regularly while playing and use these observations to plan for children's next steps. As a result, children are well challenged and their learning and development is moved forward. This results in children making good progress towards the early learning goals. Staff complete a thorough 'progress check at age two'; sharing a well-detailed report with parents effectively. Parents are continually involved in their children's learning. Children's starting points are discussed with parents and staff consistently work alongside parents throughout the entire time their children are attending the nursery. As a result, children benefit from a consistent approach to their learning, which in turn enhances the progress they make.

Staff support children's language and communication well throughout all age groups. Staff working with babies are very attentive and teach babies how to communicate their needs. Toddlers learn to form sentences and staff support them; praising them and repeating back what they say. This teaches children the correct pronunciation. Staff encourage pre-school children's language for thinking; they join in with children's play, focus on what interests them and ask them open-ended questions to encourage them to think and learn. For example, when a child plays with clay, he says that he wants to roll it but he cannot do it. A staff member asks him, 'what could you do to make the clay softer?'. He considers this for a while and then says, 'I can roll it in my hands'. The member of staff takes this further by asking him what he could make when the clay is soft and he suggests a 'snowman'. The staff member chats with him about the best tools to use and together they roll and make the snowman. This good approach to supporting children's thoughts and ideas keeps children engaged and motivated as well as developing their language skills.

Children use language which helps them to develop spatial awareness and their understanding of size, for example, as they talk about the bigger and smaller towers they build. Small world figures develop their play and imagination and they talk about these being 'behind' and 'next to' each other. Staff encourage children to use mathematical thinking throughout their play to support their understanding of shape, space and measure. However, there are fewer opportunities for children to develop an understanding of counting and numbers in their everyday routines and play. Children in all age groups enjoy access to books, as each area of the nursery has attractive book areas where children and adults can enjoy books together. Toddlers particularly enjoy snuggling up with staff to read a book in the cosy book dens. Pre-school children listen carefully to stories using the props, which help them to concentrate and actively participate within the activity. Children have very good opportunities to enhance their writing skills. Younger children make marks and patterns in mixtures, such as shaving foam and custard while older early years children are beginning to write their names and copy letters. These are good skills that help to prepare children for their future learning.

Children have opportunities to use a range of materials to create pictures and learn different painting techniques, for example, string and marble painting. Young children play with toys that have simple mechanisms, knobs and flaps. They learn to twist, turn and lift to achieve different effects, for example, various sounds or images. This helps children to begin to learn about technology. However, these skills are not carried on throughout the nursery. Although there are resources available for children to use, such as computers,

cameras and keyboards, staff do not always promote the use of these effectively with older early years children. They therefore have less opportunity to explore and investigate in this area of learning.

All children have access to the outside environment where they practise larger movements, for example, as they balance on planks, climb up steps and roll balls down drain pipes. Further play, such as parachute games, both inside and out, develops children's arm movements and co-ordination well. To develop an understanding of the natural world children have access to 'Forest School' sessions. Here they explore and investigate the woodland, hunt for mini-beasts, make 'conker people', and learn to cooperate with each other as they build tents with logs. In these sessions staff encourage children to be involved in their own learning and pursue their own interests and lines of enquiry while being involved, having a go and enjoying what they are doing. This in turn helps children to develop valuable skills for future learning.

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

Children demonstrate that they feel safe and secure in the nursery because they separate happily from their parents when they arrive and the staff promote a welcoming and friendly atmosphere for them. Children bond well with the adults and their key person. They establish close, warm and affectionate relationships with staff and engage with them effectively. Staff encourage children's personal, social and emotional skills well. Older early years children are independent and know how put on their own coats and serve themselves with food and drink at meal times. Behaviour at the nursery is very good. Simple rules and expectations from staff help children to understand boundaries. Consequently, children learn to share and take turns when playing and know not to run indoors. Children's creations are displayed around the nursery. This helps children to understand their achievements are valued and provides them with a good sense of belonging. For example, children proudly show off the hedgehogs they have made and staff praise their achievements, helping to promote their self-esteem.

Children are provided with a calm, bright, stimulating environment both inside and outdoors, where resources are stored within their reach. This enables them to make decisions about their play and move things around as they choose. Equality and diversity is promoted well through explanations and a range of activities that raise children's awareness and encourage their sensitivity towards the needs of others. Mealtimes are social occasions where staff and children sit together. Meals are freshly prepared with a wide range of nutritional options to promote the healthy eating ethos within the nursery. Props, such as the crocodile, help children to learn how to clean their teeth. The children learn about exercise and have access to the outdoors each day. Activities such as these help children to develop an understanding of how to keep healthy and promote healthy lifestyles.

Staff encourage children to learn about safety effectively. For example, before negotiating stairs, children are asked what they must remember, replying 'we must hold the rail and go down carefully'. When asked why they explain that this is so they do not fall. They enjoy visits from the local fire-fighters and police who talk to the children about the

danger of fire and how they can keep themselves safe. Furthermore, they practise regular fire drills which help the children learn about how to keep themselves safe in an emergency.

Transitions throughout the nursery are good and children move from room to room with ease and they settle well. Management have set up effective meetings with schools to aid the transfer from the nursery to school. They pass on a summary of the children's achievements and have visits from the teachers of the local school. The nursery teacher assists with these transitions and ensures they run smoothly to aid continuity in children's learning and care.

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

Children's welfare is promoted as staff's knowledge and understanding of safeguarding is secure. A thorough induction process ensures that their understanding is robust and they know how to respond to any concerns. Safeguarding discussions take place during regular meetings to support staff knowledge and ensure that safeguarding policies and procedures are effectively implemented. Staff know what action to take in the event of any child protection concerns. This means they are clear of their responsibility to protect children. Recruitment procedures are robust. Applicants for new positions at the nursery are assessed regarding their skills, qualifications and suitability for the specific role. References are sought and Disclosure and Barring Service Checks are undertaken before the successful applicant goes through an induction process. This ensures that all staff working with the children are suitable to do so and competent to fulfil their roles. Any risks or hazards to children are managed well, enabling them to move around their environment freely, accessing resources as they choose. Documentation for the safe and effective management of the setting is very well organised, regularly reviewed and updated to take account of revised legislation and best practice. This ensures children's safety and well-being is effectively promoted.

Secure partnerships are established with other professionals and agencies to fully support children and help them reach their full potential. The partnership with parents and carers is a strength of the provision. Parents speak with confidence and pleasure about their child's personal development and how staff take time to share information and keep them updated. The management team regularly monitors and observes staff practice to assess how they engage with children. Regular appraisals and supervision sessions enable the manager and staff to discuss areas for further improvement and how these will be achieved. Training is identified to enable staff to develop professionally to enhance their knowledge and skills. This also ensures that staff support children's learning and development effectively overall. Staff are committed to providing good quality care and learning for children. They continually look at targets and a well thought through action plan, which outlines responsibilities and timescales. This ensures that each target is met, enhancing the provision for children. The nursery is committed to ongoing improvement. Staff feel supported and valued and they create a happy and harmonious environment where children thrive.

## The Childcare Register

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

The requirements for the voluntary 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

<b>Unique reference number</b>	EY450539
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	881526
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	70
<b>Number of children on roll</b>	75
<b>Name of provider</b>	Forest Schools Nurseries Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01159734442

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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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