

Alphabet Lanes Nursery & Pre-School

St. Lukes's Chambers, Knights Hill, LONDON, SE27 0HS

Inspection date

Previous inspection date

28/06/2013

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

- Children and staff have close relationships. Children freely approach staff for support, which helps children to feel safe.
- Staff plan well to provide exciting group activities and those that meet children's individual learning needs.
- Staff work closely with parents and other agencies to support children with additional needs.
- Staff use effective methods of self-evaluation to identify the strengths of the nursery and areas for improvement.

It is not yet outstanding because

- Children have fewer opportunities to handle and closely examine a wide range of natural objects.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 observed activities throughout the nursery and outside play area.
 - The inspector had discussions with parents, staff and children.
 - The inspector undertook joint observations with staff and sampled children's assessment files.
- The inspector sampled a range of documentation including children's records,
- safeguarding procedures, parental consent forms and questionnaires completed by parents regarding the quality of the service.

Inspector

Josephine Geoghegan

Full Report

Information about the setting

Alphabet Lanes Nursery and Pre-school is a privately owned setting registered in 2012. The setting operates from self-contained premises in St Luke's Chambers in West Norwood, in the London Borough of Lambeth. Children have access to a main hall and there is an enclosed outdoor play area. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. They offer places to children aged from two years old to the end of the early years age range. The nursery is open from 7.30am to 7pm from Monday to Friday all year round, except for two weeks at Christmas and on bank holidays. The nursery offers morning and afternoon sessions as well as full day care. There is an activity session for local families on Saturdays. There are four staff who work with the children, including the manager. All staff have relevant childcare qualifications and the manager has Early Years Professional Status. There are currently 24 children on roll in the early years age range. The nursery offers funding for early education for children aged three and four years old.

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 handle and closely observe a range of natural objects, such as wood and shells, to inspire their curiosity in the world around them.

Inspection judgements

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

Children are making good progress in all areas of learning. Staff support the children well by asking lots of questions that make the children think. For example, they ask children what they are doing, about their ideas and things that they like. This encourages children to follow their interests and extends their learning effectively. Staff provide well planned activities to support children's learning throughout the day. For example, children watch the film by the fire service about 'The role of a fire fighter' as part of their current learning theme of 'People who help us'. Staff then actively join in role play at children's level. Children and staff use dressing up clothes and children negotiate their part. They fully enjoy the experience and join in enthusiastically. For example, they act out a scene in the outside play house where some staff and children need to be rescued from a fire. Other staff and children are the fire fighters, police and ambulance staff. This enables children to develop their understanding about the people in the community who help them. Staff plan effectively to support children's individual learning needs. They make observations and take photographs of children during play and keep samples of children's creative work and

writing. Staff link their observations to the areas of learning to identify children's skills and their next steps. Children's individual learning needs are then added to the daily planning. This enables all staff to support children effectively. Parents contribute to their children's learning by informing staff about children's starting points and their learning at home. Staff provide reports when children leave to go to school and complete the progress check when children are aged between two and three years old. Staff work swiftly to identify any additional learning needs that children may have and work with parents and other agencies to seek appropriate support.

Younger children enjoy mark making with chinks, paints and pens. Older children are supported well in developing their early writing skills as they write letters and talk about the sounds the letters make. They keenly write their names and numbers that they recognise. All children enjoy stories read by staff during group times, in small groups and individually throughout the day. Staff are confident readers and hold children's attention well. This enjoyment of books successfully develops children's literacy skills as they talk about the stories with staff and choose to look at books independently during play. Children develop their mathematical skills during every day experiences, such as counting things with staff, singing number songs and completing puzzles. They learn about nature while growing plants in the outside play area and while caring for their tank of fish. However, they have fewer opportunities to be inquisitive and inspired by exploring and handling a variety of natural objects during inside play. Children develop their creativity as they make pictures using paint, collage and drawing materials. They enjoy exploring different textures, for example, dough and wet sand. They explore in the large outside sand pit, making sand castles and digging for treasure with the sit-on excavator. Children confidently use the climbing frames, ladders and slides. They enjoy using wheeled toys, showing good coordination while peddling bikes, for example. Staff engage children in activities which promote their physical control such as balancing and hopping and jumping along hoops on the ground. Children benefit from a good balance of free-play and adult-led activities during indoor and outside play. As a result, they are happy and purposefully engaged in learning.

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

Children benefit from strong relationships with staff and each other. Staff give children lots of hugs and cuddles during the day so that children feel safe and secure. Older children are encouraged to take more responsibility for the learning environment and help staff with the daily routines. They help put away toys after use. All children are well behaved and keenly join in with all activities. Children are supported well in sharing and taking turns. They enjoy the welcoming group time in the morning and show a sense of belonging as they talk about their friends who attend on different days. Staff help children to develop their personal hygiene and self-care skills at their own pace. All staff show high regard to maintaining good hygiene practice at all times. Children are developing their awareness of safety during everyday routines, such as lining up to go outside and taking off their muddy boots so that they don't slip indoors. Children also participate in regular evacuation drills so that they learn what to do in an emergency. Children are prepared well for when they move on to school.

Children benefit from a varied, nutritional diet and meals are freshly prepared on the premises. Staff seek the views of children and parents regarding the foods offered and they devise the menu together. Staff ensure children's individual dietary needs are met and that their preferences are respected. Children enjoy the relaxed meal times where they sit with staff and all eat together, promoting a family atmosphere. Children freely talk about the foods that they like. They help themselves to healthy snacks, including cartons of milk, and older children freely use the water dispenser. Children enjoy lots of outside play, enabling them to benefit from fresh air and exercise. Children use a good range of resources to promote their physical skills. For example, they enjoy using the wheeled toys and climbing frames. These are suitable in size to provide challenges for younger and older children. Staff encourage children to play together, for example on the see-saw, and provide further challenges for older and more able children, such as using skipping ropes and hoops. Children are well prepared for their next stage of learning. Staff provide parents with information about applying for school and work closely with local schools to promote a smooth change for the children. This includes teachers visiting the nursery so that children can meet them before going to school. Staff use these opportunities to discuss children's individual learning needs.

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

Effective procedures are in place to help safeguard children and promote their welfare. The manager and staff have completed relevant safeguarding training. They successfully implement a range of policies aimed at promoting children's welfare. These include working with other agencies as needed to ensure children are safeguarded effectively. Staff work closely with parents. They maintain appropriate records regarding the children and ensure parents sign any relevant documents, such as records of any accidents or medication administered. The suitability of staff to work with children is monitored effectively through relevant vetting checks and safe recruitment procedures. Good systems are in place to promote children's safety. Staff conduct thorough risk assessments and daily safety checks. This helps to minimise any risks relating to the premises and activities that children engage in. The learning environment is welcoming to both children and parents. Toys and resources are of good quality, well organised and reflect all areas of learning. Children make choices and follow their own interests during play. Children benefit from a well-balanced educational programme that covers all areas of learning and development effectively. The manager monitors the systems of assessment and planning and staff have been quick to establish consistent methods of recording children's progress and planning for their individual learning needs.

A good range of information about the setting is displayed for parents and they are given a welcome information pack when their children begin. Parents spoken to during the inspection report that their children are happy at the nursery. They explain that they are happy to talk to staff about anything and that they don't have any concerns regarding the quality of the service. Parents also report that their children like the meals and that staff tell them all about what their children have been doing when children are collected. Staff

ask parents to complete questionnaires to gain their views about the nursery. Parents report that they find staff to be 'friendly, happy and helpful' and that 'Each staff member interacts so naturally with the children and with us as parents'. Parents also report that their children are happy and that their key worker really knows their children well.

Staff build effective partnerships with other agencies. This ensures that prompt action is taken regarding any assessments for children who have additional needs. The setting has made contact with local schools so that they can support children and share information effectively when children move on to school. Staff use a variety of methods to evaluate the quality of the service. They complete accurate self-evaluation records which highlight their strengths and any areas for improvement. They also hold weekly evaluation meetings to discuss all aspects of their service, including children's individual needs and staff development. As a result, staff show a clear and consolidated vision for the future of the nursery and a commitment to driving improvement.

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 action. 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	EY454218
Local authority	Lambeth
Inspection number	896686
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	24
Name of provider	Alphabet Lanes Nursery & Pre-school Limited
Date of previous inspection	not applicable
Telephone number	02086708833

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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, which are usually the childminder's 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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