

The Alphabet House Nursery School

37 Windmill Lane, Stratford, E15 1PG

Inspection date	19/04/2013
Previous inspection date	19/04/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and settled they enjoy playing and learning from a sound range of play resources and activities.
- Children have access to a stimulating outdoor play space, where they enjoy exercise and fresh air.
- Children's play rooms are large and spacious, which supports children in having space to move freely during play.

It is not yet good because

- Staff observe children's progress, but do not always use this information well to plan the most focussed activities for children's next stage in learning.
- Staff praise children, but this praise is not always meaningful or specific, to thoroughly promote children's good self-esteem.

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

Inspection activities

- Two inspectors undertook this on different days and observed children's play and staff interactions.
- One inspector carried out a joint observation of practice with the manager.
- The inspectors examined documentation including a representative sample of children's records, development plans and staff suitability records.
- The inspectors spoke to parents, staff and children about the nursery.

Inspector

Caroline Preston, Naomi Brown

Full Report

Information about the setting

The Alphabet House Nursery School was registered in 1994. It is one of five nurseries that are privately owned by a limited company. The setting is situated within the Stratford area in the London Borough of Newham. Children have access to five rooms in a converted Methodist Church and an enclosed outdoor play area. The setting is open each weekday from 8am to 6pm, all year. There are currently 38 children on roll. The setting receives funding for the early education of three and four year olds. The setting supports children who learn English as an additional language. The nursery provides a curriculum that includes a Montessori influence in its teaching methods. The setting employs twelve members of staff who work directly with the children, ten of whom hold an appropriate early years qualification. In addition the setting employs a cook

What the setting needs to do to improve further

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

- develop the consistency of how staff use observations to assess all children's progress more accurately, and to promote all children's good progress
- develop the ways that staff praise children's achievements and positive behaviour, so that praise is more meaningful to children, to further promote their self-esteem.

Inspection judgements

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

Staff encourage children to learn from a sound range of activities and resources which are both adequately organised inside and outside in the garden. Staff support children appropriately and complete on-entry assessments and adequate ongoing observations. These show children's starting points and general achievements in areas of learning. However, staff do not always use these observations well to identify the most focussed next steps for children's development, to promote their best possible progress. For example, in some cases identified next steps do not relate to areas in which children are achieving faster than others, to promote their stronger progress. However, overall children make sound progress, because activities generally respond to children's needs and cover the areas of learning. Staff encourage parents to contribute to children's initial assessments when they start. Key persons speak to parents on an ongoing basis to support sound relationships with parents. This means that they can gather accurate information about children's needs to promote shared learning experiences between home

and nursery.

Children show interest in others' play and join in as they play indoors and outside in the garden with the interesting play resources. They seek out and share experiences as they run and jump and share toys. Children arrive and separate from their parents with support and encouragement from staff who know them well. Children express their own preferences as they choose from the varied toys on offer. Babies and younger children enjoy interacting with staff and each other. Staff cuddle babies and make eye contact with them as they encourage younger children to explore things around them. There are opportunities for younger children to develop their walking skills, for example as they push along wheeled toys, gaining confidence in their new skills. Younger children enjoy climbing on and off the indoor climbing frame. There are suitable contingency arrangements in place if the garden is unavailable. For example, staff take the children for walks so that they have access to fresh air every day.

Children enjoy listening to adults with interest; they listen to noises adults make when they read to them. They enjoy singing to music and songs and play with different musical instruments. They begin to understand more complex sentences and simple questions staff ask them during play. Children compare and begin to understand quantities as they pour and measure during water and sand activities. Children enjoy building with construction toys and enjoy adequate creative activities and resources such as painting and role play. Younger children enjoy finger painting and explore the texture and feel of paint. Older children use brushes, pens and pencils to develop their early writing skills and to develop their hand control. These skills help to prepare them as they move on to school.

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

Staff have built sound relationships with children; they know about their needs and abilities. Children have formed appropriate attachments with staff, which promotes their well-being and independence. Staff are sound role models; they treat children affectionately and respectfully. They work adequately in a team and children are part of a happy, content environment. Children behave well and understand boundaries of behaviour. They learn about differences through some play resources. They celebrate various festivals with staff so learn about others in the community. However, while staff praise children for things they do, and positive choices they make, they are not always specific about their praise. As a result, it is not always meaningful to children, to more thoroughly promote their self esteem.

Children learn about safety as they put on their coats and walk safely down the stairs from pre-school areas to the front door for a walk or to play in the garden. They learn that they need to be safe as they play and move around each other in the small but fun garden. Children learn about healthy lifestyles through eating healthy snacks and daily exercise. They know appropriate hygiene routines; they wash their hands before eating and after using the toilet. Children are beginning to develop more independence, as they are able to take themselves to the toilet and happily feed themselves their lunch. Staff encourage all

children to develop their confidence with cutlery, and even younger children learn to use open cups carefully. Staff provide children with access to resources that help them progress along the early learning goals steadily. Toys are clean, age and stage appropriate and easily accessible and this supports children to develop their independent learning skills as they prepare for school.

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

Leadership and management is adequate. All staff have a sound understanding of their roles and responsibilities. They all receive appropriate induction training that includes training in safeguarding and behaviour management. As a result, staff are clear about signs and symptoms that would cause them to be concerned about a child in their care. Staff all know how to report concerns to seek prompt intervention for any children that need it.

Children are offered appropriate learning experiences which support their development in all areas. Observations and assessments are completed and shared with parents so that parents know what stage their child is at, and staff and parents take part in the progress check for two-year-old children. Adequate risk assessments mean that any hazards to children are removed for their safety. All required records are in place for the smooth running of the nursery and safety of the children.

The management team supports staff through supervision and appraisals which help to identify their strengths and weaknesses. There are appraisal systems which also require staff to disclose any changes to their suitability between formal vetting checks. The management team has identified several areas for improvement and is making changes to promote better practice. Staff are encouraged to access training, and management regularly observe staff practice across the nursery. There are systems in place to monitor observations and assessments more closely, though these are not always fully successful. There is a suitable capacity for the setting to make improvements to the care and education offered to children. Links with external agencies and parents are sound and help meet the needs of individual children, as there are systems to share information between the nursery, other settings that children attend, and parents. This promotes continuity of care and learning for all children.

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 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	132241
Local authority	Newham
Inspection number	920102
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	79
Number of children on roll	56
Name of provider	The Alphabet House Nursery Schools Limited
Date of previous inspection	19/04/2013
Telephone number	020 8519 2023

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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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