

Alice Park Nursery

1 Alice Park, Gloucester Road, BATH, BA1 7BL

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| Inspection date | 18/12/2013 |
| Previous inspection date | 18/02/2009 |

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| The quality and standards of the early years provision | This inspection: | 2 |
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| 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 benefit from well planned experiences across all areas of learning and development in a stimulating indoor and outdoor environment.
- Children develop independence throughout the day and behave very well. They are appropriately supported by knowledgeable staff.
- Children progress well in all areas of learning and development. Staff are positive role models to children and each other, working well as a team.
- Effective partnership working with parents provides ample opportunities for them to contribute to children's learning. This ensures consistency and support for children.
- Strong leadership and management systems include robust recruitment procedures. Staff benefit from regular supervision and training and effective support.

It is not yet outstanding because

- Although there is a system in place to help support the communication of children who speak English as an additional language, this is not yet embedded to help ensure two-way communication is fully promoted with all families.
- Staff do not maximise opportunities for children to reflect on their learning experiences to fully enhance their learning and development.

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 in the main playroom, the conservatory and the outside learning environment.
 - The inspector had discussions with staff, children and parents.
- The inspector sampled a range of documentation, including the self-evaluation form,
- children's records, planning documents, safeguarding procedures and policies, and staff records.

Inspector

Louisa Tickner-Jenkins

Full report

Information about the setting

Alice Park Nursery is one of two privately owned nurseries. It opened in 2008 and operates from a converted house set in the grounds of Alice Park, Bath. Children have access to one ground floor and two first floor playrooms, as well as a conservatory which leads to a secure enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 26 children aged from one to five years on roll. Children attend for a minimum of three days a week. The nursery currently supports children with English as an additional language. There are seven members of staff, four of whom hold a level 3 early years qualification and three members of staff hold a level 2 qualification. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years.

What the setting needs to do to improve further

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

- enhance the use of the communication systems used with children who speak English as an additional language, to further develop two-way communications to benefit children
- develop further opportunities that will support children to reflect on their learning experiences, enhancing their ongoing learning and development.

Inspection judgements

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

Children make good progress in all areas of learning, in relation to their starting points. This is because staff have good knowledge and understanding of how children learn. A good balance of adult-led and child-initiated activities, both indoors and outdoors, provide a range of learning experiences. Key persons make careful observations of children's achievements and use these to assess their progress and plan for their learning. Children spend time with their peers and also with older and younger children. This helps children develop their personal and social skills which will support their future learning. Children see themselves reflected in their environment with displays of them engaging in a variety of activities. However these displays are at adult height making it difficult for the children to fully engage with the photos and reflect on their learning and experiences. Children are curious in their play and explorations and confidently ask questions to clarify understanding. For example, when staff read a story to the children at circle time a child asks 'what is awaiting feeling' in response to hearing this in the story. Staff clearly explain

this in an appropriate manner to all the children and check the child has understood. Children who learn English as an additional language make good progress in their learning and development overall. Staff name the immediate environment and this helps children's learning to have context and be meaningful to them, which effectively promotes their developing language skills. Staff have developed some good communication systems to support children who have English as an additional language; however, these are not yet fully accessible and extended to fully enable the two-way flow of communication between staff and children. The displays in the setting are dual language. This supports children to know that print has meaning, and seeing home languages in print creates a sense of familiarity.

Strong and engaging partnerships with parents support children to settle well into the nursery and feel secure in their environment. Parents feel supported by staff when settling in their children each day, particularly during the initial settling in period. Skilled staff help children separate from their parents, and offer ongoing support to families. For example, by supporting children who live in households where a parent works away for periods of time. The nursery provides a variety of opportunities for parents to contribute to their child's learning. This enables good links between home and the nursery which supports children's sense of connection and belonging. Parents complete 'wow stars' at home of achievements and these are added to the children's learning journals. These are shared with the staff and other children which promotes a sense of self-worth. Children take it in turns to take home a toy tiger; they are encouraged to take photos and add comments about the tiger's adventures at their house, with an activity to do. When returning the tiger to the setting, a child and parent share their experiences with the key person. The child smiles with delight as the key person shares the excitement at their news. This supports children's growing self-confidence. The effective key person system ensures regular parent meetings are held and learning is shared, with any concerns raised and addressed.

The quality of teaching is good and this is reflected in the children's excitement and joy when playing. The children visit the community garden adjacent to the nursery. Staff provide resources such as magnifying glasses and reference sheets with pictures of bugs, animals and leaves. Children make connections in their learning as a child looks at the pictures of the animals and sees a reindeer. The children talk about wanting to find a reindeer outside as they have been learning about them in stories. Staff use open ended questions to support children's learning in the garden. Children are given time and space to make explorations and discoveries, enabling them to develop their own questioning. Children who learn English as an additional language receive individual support in the garden to enhance their language development. Indoors, children experience freely chosen play. For example, children play with blocks of various sizes. Staff observe for a short while then extend the children's learning by helping them to explore the different heights of the blocks. Staff model mathematical language and use skilful questioning to help the children's discoveries and make the learning fun and meaningful. Children have daily opportunities for physical activity as the nursery is on the grounds of a park. Children explore their surroundings, have space to run around and play in the playground under close supervision. The learning the children experience provides them with skills, attitudes and knowledge that enable them to move on to the next stage of their learning.

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

Staff warmly greet children and parents and consequently children settle quickly and are confident. Children establish positive relationships with all the staff and in particular their key person. Parents comment that their child 'has formed a lovely bond with her key person'. Displays of children and their key person are clear. This helps children to see that they belong in the setting and are a valued part of the larger group. However these are displayed at adult height, limiting children's ability to fully engage with the photographs as a reference point. Children are well behaved and know the routine of the nursery. To support transitions throughout the day children help to put up a pictorial routine of the day's events. This supports children to feel secure predicting their day ahead. Children help to tidy up and help each other in this process. Staff thank the children for helping and they smile with pride showing a sense of belonging. Younger children benefit from staff knowledge gained through the baby quality assurance scheme the nursery took part in. For example, by developing further knowledge about young children's emotional development.

Children learn about personal care and hygiene. Staff support children to be independent when using the potty, toilet and hand washing in an age appropriate manner. This helps children develop independent skills ready for school. Children's individual care needs are carefully discussed with parents and recorded to ensure their health and dietary needs are met at all times. The nursery draws on knowledge gained from the healthy early years quality assurance scheme to ensure the children have a balanced diet at snack and meal times. Parents receive information from the scheme to support healthy eating at home. Children independently serve themselves at snack and meal times with age appropriate support from staff. This helps children understand the importance of a healthy diet and portion sizes. Children help themselves to drinking water throughout the day and staff remind children of the importance to do so. Children develop their knowledge and understanding of how to care for themselves providing the skills needed to move onto new settings and school.

Children learn about safety when walking to the park and listen carefully to staff as they prepare to go out. There are robust procedures in place to administer medication and treat minor accidents. Children have ample opportunities to develop skills to assess risk in an age appropriate manner, for example when using the playground facilities at the park. This develops children self-confidence and an understanding of their own capabilities. Staff are knowledgeable of how to identify and deal with safeguarding issues and the appropriate procedures to follow should they have a concern about any child in their care.

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

Leadership and management is strong. There is a robust recruitment procedure in place to ensure all new staff are suitably qualified and checked before working with children. All staff benefit from regular supervision and annual appraisals, to identify future training

needs and monitor the quality of their work. Staff attend regular meetings where they discuss new initiatives and check their knowledge of existing policies and procedures. For example, scenarios are discussed about safeguarding procedures. Self-evaluation is effective and has contributed to the development of practice, for example developing open ended resources in the outdoor area. The learning and development programme is closely monitored and evaluated to ensure all areas of learning are covered well, and the individual needs of the children are met, quickly closing any gaps in progress. Assessment is timely and consistent and shared regularly with parents. There are clear policies and procedures in place to ensure that the requirements of the Early Years Foundation Stage are met at all times. These are shared with parents, alongside information about activities and forthcoming events. Risk assessment is a continual process throughout the day and staff ensure activities and outings have been risk assessed. Parents' views are sought and carefully considered.

Clear plans are in place to further develop reflective practice of all staff. These include how staff work with all children enhancing the experiences and learning they provide. Staff work well as a team and more experienced staff role model positive interaction to less experienced staff members. This benefits all children as they receive good quality care and teaching from all staff. Further development to support partnership working with parents is also being fostered, for example having family breakfasts at the nursery providing opportunities for staff, parents and children to be together. Staff respond to parental requests for support with learning at home. For example, suggestions are displayed of how positive interaction with ideas can support language skills. Although no children currently receive any external support for their learning, the provider is clear where and who they would seek advice from should they need to do so in the future.

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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection. |
| 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 monitored and inspected again within six 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

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| Unique reference number | EY363070 |
| Local authority | Bath & NE Somerset |
| Inspection number | 828872 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 1 - 5 |
| Total number of places | 20 |
| Number of children on roll | 26 |
| Name of provider | Jacqueline Helen Watson |
| Date of previous inspection | 18/02/2009 |
| Telephone number | 01225 424 971 |

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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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