

Alexandra House

20 Crownhill Fort Road, Plymouth, Devon, PL6 5BX

Inspection date	19/12/2013
Previous inspection date	10/07/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 form close and supportive relationships with the children and as a result, they are happy, settled and confident.
- Staff support with children with special educational needs and/or disabilities particularly well, enabling them to make good progress in their learning.

It is not yet outstanding because

- Staff occasionally miss opportunities to encourage children to practise writing for a purpose.
- There is a lack of resources, toys and positive images of diversity in the nursery in order to fully promote children's understanding of the wider world.
- Staff use praise and encouragement to positively support children's learning and development.
- Children enjoy their time in a well-organised and attractive nursery as they independently access an interesting range of learning opportunities.
- Staff keep parents well informed about all aspects of their child's care and learning. This builds trusting relationships and provides continuity in their care.

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.

Inspection activities

- The inspector spoke to staff and held discussions with the manager.
- The inspector undertook observations of children and staff interactions with them, indoors and outside.
- The inspector spoke to some parents to gain their views on the setting.
- The inspector carried out a joint observation with the manager of staff interactions with children.
- The inspector sampled some relevant paperwork including children's learning records, planning documents, staff qualifications and safeguarding policies.

Inspector

Katherine Lamb

Full report

Information about the setting

Alexandra House registered in 2004. It is a charity-run organisation, operating from purpose-built premises to the north of Plymouth centre. The setting is registered by Ofsted on the Early Years Register. Care is available for children aged from three months to five years. There are currently 90 children on roll. The setting receives funding to provide free early education for children aged two, three and four years. It opens each weekday from 7.30am to 5pm, for 51 weeks of the year. The setting supports children with special educational needs and/or disabilities and children who learn English as an additional language. There are 24 staff employed to work with the children. The manager, who is supernumerary, is a qualified primary school teacher. There are two staff with an early years degree and the rest have early years National Vocational Qualifications to at least level 2.

What the setting needs to do to improve further

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

- make the most of naturally arising opportunities to encourage older children to develop their early writing skills
- improve the resources, toys and positive images of diversity in the nursery to enhance children's understanding of the wider world.

Inspection judgements

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

There are good teaching techniques used by staff. As a result, they meet children's needs well and children make good progress from their starting points on entry to the nursery. Staff take time to get to know children and their families very well. They tailor activities to children's interests and understand how they like to learn. This means children are enthused and motivated to learn new skills and are making good individual progress in all aspects of their learning and development. Staff have a good understanding of the Statutory Framework for the Early Years Foundation Stage and complete regular observations and assessments on children's development. Staff plan children's individual next steps and include activities and learning opportunities for all children to support them to reach their potential. Staff gather information from parents regarding children's interests and learning at home, and share what children enjoy in the setting. This two-way flow of information means parents are fully involved in their child's development.

Staff understand how children learn and develop well. Staff sit with children and talk to

them about what they are doing. Children are very confident communicators who constantly talk to their friends and engage in regular conversations with adults. Staff promote children's communication and language skills well. For example, group times allow children the opportunity to communicate their thoughts and feelings with others. This supports their skills for future learning. Staff enable children to enjoy painting and they happily talk about what they have drawn and written. However, staff miss some opportunities to encourage children to practice their writing skills and to teach them that print carries meaning because the environment is not rich in text for them to copy. Children enjoy using resources to act out scenarios from home, for example, using pretend tools and building equipment or role playing in the home corner. They also celebrate some festivals that are important to them. However, resources and positive images of diversity and the range of children that attend are not widely developed to fully promote children's understanding of the wider world.

The nursery is well resourced with designated areas to support different parts of children's learning and development. Some resources are stored in boxes that are labelled with photographs and this helps children know what is in them. This also helps to promote children's independence when it is time to tidy up. Staff plan activities to cover all areas of learning and meet children's individual needs to support their development. Children's progress records show their achievements through photographs and observations. Regular review meetings and discussions with children's key person provide good opportunities for parents to take an active role in their child's learning. Appropriate arrangements are in place to complete progress checks for children aged two years.

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

Relationships between children and staff are very positive. The staff team work hard to ensure all children settle quickly into the setting. They clearly prioritise the well-being of children and babies, praising them for their achievements and good behaviour. There is a very effective key person system in place and children and babies build secure bonds with the staff. Staff personally welcome their key children into the setting, making sure they speak to parents when they arrive. Parents feel staff are very attentive to their children's needs.

The continual sharing of information between home and the nursery means children's welfare needs are well met. Children are learning how to adopt healthy lifestyles. Babies use physical equipment inside to develop their strength, pulling themselves up on steps to go down a slide, with staff on hand to supervise and support. Older children appreciate free flow access into the enclosed garden where they can run, play games and use climbing frames and slides. Children are taught good manners and mealtimes when they also learn about healthy eating. Meal times are social occasions that have a very calm atmosphere.. Staff support their dietary and health needs well as they are familiar with details of any allergies children have. Parents receive information on healthy eating to support them with choosing items for their child's packed lunch.

Mostly children are confident learners and either ask for support when needed or play

happily independently. Children show they feel safe and secure through their behaviour. Staff respond well to the needs of individual children. Staff interactions with children are supportive and encourage communication and discussion throughout all age groups, including babies. Children's emotional development benefits from these secure attachments. Staff get down to children's level to play with them. Children have a good level of achievements and self-confidence and are prepared well for future moves to school.

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

The manager fully understands nursery's responsibility to promote children's learning and development. Effective arrangements are in place to monitor the quality of educational programmes. The manager meets regularly with staff to review children's developmental records to ensure consistency across the nursery. Staff also hold weekly meetings to plan and reflect on what they have done to ensure they are meeting children's individual needs. An appraisal system is in place to identify and address any training needs and supervision meetings with staff and a comprehensive induction procedure ensures they fully understand their roles and responsibilities. Accurate self-evaluation, along with support from local authority advisors, helps to effectively identify strengths and prioritise areas for improvement. Staff welcome advice and guidance from the local authority and access external agencies when children require additional support in their learning and development. The manager also regularly meets with the board of trustees to review the provision and plan for future improvements. There is a clear management structure in place, which involves the trustees, manager and management team in the nursery. The trustees also hold meetings with staff to support them in their role and trustees fully understand their roles in supporting the manager and the nursery. An effective action plan is in place that will continue to build upon the progress already made since their last inspection and this helps to promote continuous improvement. Staff and parents are keen and willing participants in this process.

The nursery's risk assessment records show that staff have identified and reduced hazards within the provision. Children can play in a safe environment as a result. All staff know and understand the nursery's policies and procedures and embed them into practice. Staff are fully aware of their roles and responsibilities to safeguard children in their care. Staff have received safeguarding training and know the course of action to take if they have a concern about a child's welfare. They are also aware of what to do if they have any concerns regarding the behaviour of staff. There are comprehensive systems in place to ensure all staff who are employed are suitable to work with children. All staff are checked with regards to experience, qualifications and suitability. Professional development is encouraged and improvements have been made to ensure that staff now attend training at regular intervals.

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

Unique reference number	EY281026
Local authority	Plymouth
Inspection number	946071
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	58
Number of children on roll	90
Name of provider	Alexandra House
Date of previous inspection	10/07/2013
Telephone number	01752 781 888

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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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