

Alphabet Day Nursery

Chiltern Edge School, Reades Lane, Sonning Common, RG4 9LN

Inspection date

07/07/2014

Previous inspection date

26/01/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 are safe and secure in the staff team's care. Staff welcome them warmly, so they feel valued and part of the nursery.
- Children enjoy their play experiences in the nursery's stimulating and welcoming environment.
- Effective monitoring systems ensure that staff put early interventions in place for children who may be at risk at falling behind in their learning and development.
- Staff form effective partnerships with parents. They meet children's individual needs well and regularly share their progress.

It is not yet outstanding because

- The staff team working with older children are less consistent in making good use of information, communication and technology (ICT) to maximise and enhance children's learning opportunities in this area.
- Some daily routines provide limited scope for children to develop independence.

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

- The inspector observed activities in the two main rooms operating and in the garden.
- The inspector carried out a joint observation with the manager and checked evidence of suitability and qualifications of staff working with children.
- The inspector sampled children's learning journeys, planning documentation and a selection of policies and children's records.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector held meetings with the owner and the manager of the setting and spoke with staff at appropriate times throughout the inspection.

Inspector

Anneliese Fox-Jones

Full report

Information about the setting

Alphabet Day Nursery is privately owned and registered in 2003. It operates from three childcare rooms in a purpose-built building. It is situated within the grounds of Chiltern Edge School, Sonning Common. The nursery has level access and toilet facilities on the ground floor. All children share access to an enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm all year round. Children attend a variety of sessions a week. There are currently 36 children on roll in the early years age range. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Child Care Register. Children come from the local and surrounding areas. The nursery supports children who are learning English as an additional language. The nursery employs six staff. All of whom have appropriate early years qualifications at level 3. The owner holds Early Years Professional status.

What the setting needs to do to improve further

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

- maximise opportunities for children to develop their understanding of technology by providing varied experiences and opportunities to learn, practise and explore modern technology in all aspects of their learning
- extend the consistency of opportunities for the older children to develop greater independence and responsibilities during their daily routines for example, at mealtimes.

Inspection judgements

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

Children have a bright and welcoming environment in which to play. They quickly settle on arrival and engage in their chosen play. This shows that they feel safe and secure. Staff have a good understanding of the requirements of the Early Years Foundation Stage and about how children learn through play. Staff use observations and assessment systems effectively to monitor the progress the children are making. These help staff to plan for children's next steps in learning and development. In addition, a rigorous assessment system enables staff to track children's progress. This helps staff to see if progress is as expected, above, or below that typical for children's age and stage of development. Consequently, staff address any gaps in learning, which may indicate that children are at risk of falling behind in their stage of development. Children make good progress towards the Early Years Foundation Stage early learning goals. Good communication between staff results in all being aware of individual children's learning objectives and of how to promote

these. Systems of recording children's progress towards the early learning goals are effective and overall, reflect the good progress that children make. Children are eager and confident learners who enjoy a good balance of adult-led and child-initiated activities. For example, staff plan so that children have regular one-to-one time with adults to focus on specific learning objectives. Such as, looking at letters they pass on a track, to encourage children to recognise the appropriate letter sounds.

Children confidently choose what they would like to play with and concentrate well on their chosen task completing it to their own satisfaction. Children enjoy musical opportunities, such as singing and action songs. The children are inquisitive and ask questions such as, 'What does it do?' to clarify their understanding. Speaking during activities effectively supports children's self-esteem and ability to express their own thoughts and ideas. Staff foster children's language development through conversations at snack times and during care routines, as well as singing and story times. Babies have a caring and homely room to play in. Staff meet the needs of babies well by the providing individual routines that match their needs. The organisation of the room is good, providing a vibrant learning environment, which promotes early learning and development experiences well. Babies learn to explore from a young age. For example, they enjoy investigating treasure baskets, sensory materials and use simple technology toys in their play. They delight when they can hear the sounds that they can make when they press buttons. However, the range of resources that encourage older children's understanding of everyday technology is limited in some parts of the nursery. For instance, older children attempt to use the computer in their play and staff are not consistent in planning and maximising older children's access to resources that support learning about information technology. Nonetheless, mark-making resources are freely available enabling children to extend their imaginative skills. They engage enthusiastically in role play and enjoy a wide range of craft activities, which include printing and painting. They learn to handle scissors carefully and take a pride in their work and achievements. Children use their imagination as they show pleasure in acting out familiar scenarios in the home corner. Children learn about the wider world by celebrating festivals throughout the year with the staff. They go on regular visits to the woods and to the library. This helps them to learn about the local community. Overall, children are developing some positive skills, which help them gain adequate foundations to support their future learning. Consequently, these skills effectively support their readiness for school.

Good relationships with parents significantly enhance children's learning and development. For example, processes of keeping parents informed about their children include: daily diaries, photographs, and an attractive learning profile. In addition, staff complete summary achievement reports on individual children's targets, including the progress check for two-year-old children. Parents use these processes well to share information to make staff aware of changes to children's interests and routines at home. Parents comment on how well their children have settled through the good support of the key person and the positive relationships that have formed. Regular parents' evenings enable discussions about all aspects of children's progress and are good opportunities to share children's assessment records and future learning targets. Parents are encouraged to record wow moments their child has away from the nursery and these are posted on the notice board situated outside their child's room. Good links with the schools children will later attend ensure that they are well prepared for the next stage in their learning.

Teachers visit the nursery and staff share the comprehensive records of children's learning and development with them to promote the continuity of learning.

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

The nursery effectively helps to support children's well-being. The children settle quickly and are happy and secure. Children of all ages show that they feel safe and secure in the setting, and they demonstrate good levels of self-esteem. Babies and very young children are content. They are familiar with the routines for the day. Good settling-in procedures help them to rapidly establish relationships with adults involved in their individual care. As a result, children confidently seek out staff for a cuddle when they feel tired or in need of comfort. Children's behaviour is good. Children learn to take responsibility appropriate to their individual ages and abilities. For example, after playing with toys, very young children pass items to staff, who count them back into the box. This also promotes children's developing language and communication skills as they identify the toy and are encouraged to repeat its name. Children are supported by staff, who are consistent positive role models. Staff use everyday tasks very well to encourage children to work together. For instance, children receive plenty of praise and encouragement. This effectively helps to support their confidence. Consequently, children learn how to behave very well. They learn to share and take turns and to be thoughtful and kind to each other as they play.

Staff have a good understanding of children's individual dietary needs. Children enjoy the healthy meals that the secondary school staff cook and deliver to the premises each day. Mealtimes are social occasions and children are familiar with the routines to wash their hands. At lunch times, older children find their own name and younger children choose where they would like to sit. The staff sit alongside the children to promote their social skills and manners. However, the organisation of lunch time provides fewer opportunities for older children to develop independence and responsibility. For example, staff serve out all the meals to older children and do not provide many opportunities for children to learn to pour their own drinks.

Staff plan activities that help children to learn about good health, with daily teeth brushing routines and frequent discussions on healthy food choices. Young toddlers wipe their hands and faces with individual cloths after meals. Children have fresh air every day at regular times and older children can choose to play indoors or outside. They have plenty of fun opportunities in the garden using a broad range of flexible resources and equipment. This encourages the development of physical skills as well as other areas of learning. For example, children delight in pouring water and rolling balls down the guttering to watch how fast they go. Staff make sure that children are dressed appropriately for outdoor activities. In addition, staff also enhance children's music and dance learning well, which promotes further their physical development. Staff supervise children well at all times; staff say when they are leaving a room to alert other staff. This helps to ensure children's safety. Children learn about keeping themselves and each other safe as they play. Staff practise regular fire drills with the children, so they gain an

understanding of the procedure to follow in the event of an emergency.

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

Good leadership and management in the setting have resulted in an enthusiastic staff team who work very well together to support children's individual needs. Staff implement good systems and procedures that help to safeguard children well in the setting. As a result, staff keep children safe and secure and ensure they are protected from harm. Recruitment procedures are robust in order to make sure that those employed are suitable to work with children. All staff complete safeguarding training. Their understanding of issues that may raise concerns about children's welfare is secure. Good induction processes for new staff focus very well on safeguarding responsibilities. Risk assessment in the setting is of good quality. Staff carry out daily health and safety checks in order to provide children with a safe environment in which to play and learn. There are secure systems in place to monitor children's safe arrival and departure. Staff maintain well all records that support children's welfare and review all policies and procedures that help to safeguard children regularly. Staff are deployed well within the setting so that children benefit from good adult ratios throughout the day.

Staff training and development helps to equip staff with skills to support individuals and groups of children. For example, staff attend frequent training to support better outcomes for children. Processes of self-evaluation are good overall. Leaders and managers constantly review and evaluate their service. Staff meet regularly to share good practice and to monitor the provision, which helps to drive forward the nursery's improvement and maintain good outcomes for all children. Observations from staff and feedback from parents are used effectively to make changes that benefit children. In a recent questionnaire, parents provide very positive feedback on the nursery's provision. Children enjoy an organised environment where they have access to a good variety of resources that support learning. For example, the good arrangement of toy boxes in the baby room encourages children under two years old to safely explore and investigate the contents.

Staff develop good relationships with parents and carers. As a result, systems of sharing information to support individual needs are good. There are currently no children attending the nursery who also attend other providers of the Early Years Foundation Stage. However, staff are aware of the benefits of partnership working and have considered how to link with other providers where it is appropriate to do so. Nonetheless, good partnership working exists with the local authority, who provide professional advice and guidance. This also facilitates links with other services and agencies, such as health and education that are able to provide support for children and their parents. The owner has high expectations of the standard of care they aim to provide. This helps to ensure that all children make good progress and that staff meet children's individual needs.

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	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	EY276060
Local authority	Oxfordshire
Inspection number	843579
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	36
Name of provider	Aftab Ahmed
Date of previous inspection	26/01/2011
Telephone number	0118 972 4783

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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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