

# Alphabet House Day Nursery

Gunthorpe Road, Lowdham, Nottinghamshire, NG14 7EN

## Inspection date

12/11/2014

Previous inspection date

07/12/2010

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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 make good progress in their learning and development. This is because of the consistently good teaching, which provides interesting and challenging activities that meet the needs of all the children.
- Leadership and management are strong. There is a clear commitment to continually developing the nursery in order to improve opportunities for children's learning and care.
- Practitioners have positive partnerships with parents and carers because the nursery uses a number of successful strategies to engage all parents. This promotes a collaborative approach to meet the individual needs of children.
- Practitioners have a good understanding of child protection and know how to keep children safe.

### It is not yet outstanding because

- Practitioners do not always make the best possible use of the indoor space. They do not ensure that resources are organised effectively in all areas to enable children to create and explore their own ideas as they play.
- Children are not always provided with opportunities to fully engage in outdoor play during wet weather.

## **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 children during activities indoors and outdoors.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the practitioners and manager at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and discussed the provider's improvement plans.
- The inspector took into account the views of parents and carers spoken to on the day.

## **Inspector**

Dawn Larkin

## Full report

### Information about the setting

Alphabet House Day Nursery was registered in 1991 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is situated in a large, converted, detached house in the village of Lowdham in Nottinghamshire. The nursery is managed by Alphabet House Day Nurseries Limited. It serves the local area, is accessible to all children and there is an enclosed area available for outdoor play. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3, including the manager with a level 6 qualification. The nursery opens Monday to Friday 51 weeks a year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 76 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### 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 indoor space so that resources are organised more effectively to enable children to create and explore their own ideas in their play
- maximise opportunities for children to explore outdoors, in all weathers.

## Inspection judgements

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

Children are well supported in their learning and development because practitioners' teaching is rooted in good knowledge and understanding of the Early Years Foundation Stage. Practitioners promote children's creative and critical thinking skills by asking open-ended questions and modelling language for thinking. For example, when children are looking at apples that have fallen from a tree, practitioners ask them about what creatures could have eaten the apples. This encourages the children to look closely at the apples and make comments about different minibeasts. Practitioners effectively model language for thinking by commenting, 'I wonder if it could be a slug? What do you think?'. When children comment they think it could be a caterpillar, practitioners link their learning to a story they have previously read together. This encourages children to make connections to previous learning experiences. Practitioners plan a good range of activities for all of the children that capture their interests and meet their developmental needs. They provide children with open-ended activities that encourage children to become active learners and develop their problem solving skills. As a result, children are obtaining the skills, attitudes and dispositions they need to be ready the next stage of learning.

Children's personal, social and emotional development is promoted well because practitioners listen intently to what children say and do. During music interaction games children are given choices about how they would like to join in, ensuring children feel valued and boosting their self-esteem and confidence. Children with English as an additional language have confidence to learn English because they have their home languages valued in the nursery. For example, parents send in food packaging with children's home languages displayed on the labels to use in the role play area. The nursery enhances learning through the use of the local environment. Children enjoy attending forest school sessions, and growing plants and vegetables in the nursery's allotment. This promotes children understanding of the world around them. Children access the outdoor environment on a daily basis, and young children enjoy chatting under a shelter while listening to the rain. However, children are not able to fully explore the outdoor environment during all weathers. They are not encouraged to run about when it rains or experience the joys of splashing in puddles because practitioners have not considered ways to make the full area available to them throughout the changing seasons.

Parents are involved with their child's learning right from the start because practitioners use information from parents to inform children's starting points. Practitioners make accurate observations and assessments, identifying precise next steps to plan for babies' and children's future learning. These are linked to each area of development and the age and stage of each child's learning. This ensures practitioners have a good knowledge of children's development in all seven areas of learning. Consequently, practitioners provide children with a broad range of stimulating activities, ensuring they make good progress towards the early learning goals. Parents are able to be fully involved in their child's learning and development through daily communication, parents' evenings and discussions with their key person. The nursery values the role of parents and has very effective partnerships in place. This ensures children benefit from a consistent approach to their care and learning. Children with special educational needs and/or disabilities are well supported, as practitioners work closely with parents and outside agencies to identify and meet their needs.

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

Children are learning about healthy lifestyles because they have regular access to fresh air and exercise. Inside babies and children enjoy practising yoga moves and being involved in dance sessions that encourage them to move imaginatively. Meals are freshly prepared on site, healthy and nutritious and take account of dietary needs. Children are learning good hygiene routines because they know they must wash their hands before eating and after using the bathroom. Good oral health care is promoted in the pre-school room because children are encouraged to brush their teeth after mealtimes. Children are given opportunities to develop their independence and self-help skills because they are encouraged to put on their own coats and hang them on their pegs. Practitioners allow children to take manageable risks in their play, for example, when balancing on blocks. The nursery is well resourced with a good range of toys to support children's learning across the seven area of learning. However, practitioners do not always make the best possible use of the indoor space. They do not ensure that all resources are organised to

enable children to create and explore their own ideas as they play. Children cannot always access all the resources and toys they require which restricts their play and learning.

Babies and children share warm relationships with the approachable and friendly staff. They settle well because practitioners find out information from parents about their child before they start at the nursery. This ensures all children's needs are known and suitably met. An effective key-person system helps children form secure attachments and develop positive relationships with each other and practitioners. The move to school is managed through a good partnership with the local schools. Practitioners share photo books with children and talk about the move to school. Key persons accompany children on visits to the local pre-school and teachers are invited into the nursery to meet the children. This enables children to become familiar with their new surroundings and supports children to be emotionally ready for the move to their next setting. Good communication between the nursery and local schools ensures children's individual needs are met and children enjoy a smooth transition to school.

Children learn about the needs and feelings of others through sharing, taking turns and helping others. Their behaviour is good as staff share consistent expectations and act as effective role models themselves. Practitioners consistently offer praise and encouragement, which helps to promote children's self-esteem and confidence. Children are given clear boundaries and practitioners explain to children why their behaviour is unacceptable and the impact it could have on themselves and others. This is reinforced by the nursery's rules that are displayed in each room. Practitioners give children calm reminders to use their gentle hands.

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

This inspection was prioritised by Ofsted following a notification from the provider that a child had been left unsupervised in the outdoor area for a very short period of time. The provider appropriately notified Ofsted in a timely manner and a full investigation took place into the circumstances around the incident. The leaders and managers found that the incident was avoidable, and steps have been taken to prevent recurrence by closely monitoring the procedure that staff follow as children go in and out of the outside areas and ensuring all staff are clear about their responsibility to complete regular headcounts. The inspection found that staff were sufficiently vigilant when children are moving between indoor and outdoor areas, and as a result, children's well-being is maintained.

Leaders and managers are clear about their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Recruitment procedures ensure practitioners are safe and suitable to work with the children, as Disclosure and Barring Service checks are in place and references obtained prior to any practitioner commencing work. The designated lead for safeguarding has a clear understanding of the role and all practitioners understand the policies and procedures around child protection and are clear regarding their roles and responsibilities to ensure children are protected and kept safe. In addition, they are clear on the procedure to follow if they had a concern

about another member of the staff team should this arise. A good induction package is in place to ensure new practitioners quickly understand the policies and procedures to keep children safe, and to ensure the smooth running of the nursery. Practitioners are vigilant about the security of the premises and check all visitors before entry. External gates are secure with additional locks in place when children are playing outdoors. Practitioners are appropriately deployed to ensure adult to child ratios are maintained and staff ensure children are closely supervised. They carry out daily safety checks to ensure areas the children use are risk assessed and are safe. Practitioners are vigilant to risks throughout the day, for example, they warn children about slippery surfaces due to the wet weather. All children participate in regular fire drills, which support their growing awareness of how to keep themselves safe. The provider has a good knowledge and understanding about changes that must be notified to Ofsted.

Leadership and management is strong because the manager demonstrates high aspirations for developing practice and strives for continual improvement. The manager and her team demonstrate an enthusiasm for their work with a commitment to improving achievement for all children. As a result, morale is high and practitioners clearly enjoy working in the nursery. Practitioners are supported to improve their practice through an effective supervision process and team meetings. Action plans to bring about continual improvement for practitioners are implemented in each room. In addition, more experienced practitioners role model and coach those practitioners who may require extra support to improve practice and ensure children receive a quality, safe provision. Training is identified and practitioners are supported to attend training to improve the outcomes for the children. Effective arrangements are also in place to evaluate the strengths and weaknesses of the provision and action plans are promptly implemented. The manager and her team monitors the progress of the children and the effectiveness of the educational programmes. This is achieved through regular team meetings, observations of practitioners teaching and tracking of the children's achievements. Consequently, the quality of teaching is consistently good and children are well supported to make good progress.

Partnerships with parents and carers are positive because the nursery uses a variety of successful strategies to engage all parents and carers. For example, the nursery arranges events such as 'Grandparent's Day', when grandparents are invited into the nursery to be involved in children's learning and play. This enables extended family and carers to gain a better understanding of the children's learning and development at nursery. Parents and carers are very complimentary and make comments such as, 'we are over the moon with nursery' and 'children are so happy and staff are wonderful, it's a wonderful happy place.' Practitioners work well with external agencies and other professionals to ensure children receive the appropriate support needed for their individual needs. Improved links with other early years settings ensure continuity in learning and development across different settings.

### 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	253312
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	996805
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	65
<b>Number of children on roll</b>	76
<b>Name of provider</b>	Alphabet House Day Nurseries Limited
<b>Date of previous inspection</b>	07/12/2010
<b>Telephone number</b>	0115 9664556

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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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