

Alphabets Private Day Nursery

37 Poplar Grove, Sale, Cheshire, M33 3AX



Inspection date

Previous inspection date

26 May 2015

8 December 2009

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Staff are warm and caring and offer comfort and support to children when needed. This effectively supports their emotional and physical well-being and they behave very well.
- Staff work very well with parents and involve them in their children's learning. Daily feedback is used effectively to ensure that parents have a good understanding of how they can further support their child's learning at home.
- Staff observations, assessment and planning for individual children are accurate. This ensures that all children make good progress in their learning and development.
- The manager and staff understand how to safeguard children and of how to identify and report concerns regarding a child's welfare. Secure recruitment and induction procedures, ensure that all those working with the children are suitable.
- Children learn to care for living things from a young age when they care for the rabbits in the garden, watch as tadpoles turn into frogs and witness chickens hatching from their eggs. These first-hand experiences extends their understanding of the world.

It is not yet outstanding because:

- There are fewer resources in the baby room to support their growing curiosity and exploratory nature.
- Some group activities in the pre-school rooms are not always organised effectively to meet children's needs.

What the setting needs to do to improve further

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

- review the organisation of group times in the pre-school rooms to reduce waiting times and to further support those children who are reluctant to contribute
- enrich the quality of the resources in the baby room, so there are more resources to promote their curiosity and exploratory play.

Inspection activities

- The inspector carried out a joint observation with the pre-school teacher.
- The inspector held discussions with the staff and children at appropriate times during the inspection.
- The inspector took into account the view of parents spoken to on the day and as recorded in written parental questionnaires.
- The inspector observed activities in the indoor and outdoor environment.
- The inspector checked the suitability of the staff and details of qualifications and training.
- The inspector viewed the staff's observation, planning and assessment procedures and a range of policies and procedures.

Inspector

Helen Gaze

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The well qualified and experienced staff team understand how children learn. Activities are well planned and an effectively organised environment, supports children in their learning and development very well. As a result, children are enthusiastic about learning and they develop the dispositions and attitudes needed for future learning and for school. Staff use good teaching techniques. They interact well with children and sit alongside them as they play in the sand. Children use tools to dig and think critically to find out how to find hidden objects. They develop their early-writing skills as they make marks in the sand. Staff plan a good range of opportunities for babies to enjoy exploring water. They enjoy splashing and making puddles on the floor. However, there are fewer resources, such as metal, wood and natural objects, to further support their growing sense of curiosity and for them to lead their own exploratory play.

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

Staff take the time to get to know children and their families during well-planned visits as part of a settling-in process. Consequently, children develop secure relationships with their individual key person. Staff support children to develop their independence by encouraging them to have a go at doing things for themselves. For instance, older children serve themselves at mealtimes and try to put on their shoes and coats in readiness for going outdoors. Babies develop skills to feed themselves and hold their own cup. Children know the routine very well and staff thoughtfully prepare them to move on to the next activity, using every opportunity to promote children's learning. For example, pre-school children socialise with their friends during group times and learn about what school will be like. They tell their own stories using characters. However, group sizes are occasionally too large, which increases the waiting times for children and they become restless. Furthermore, the large group size does not support less-confident children and this means they are reluctant to contribute their ideas.

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

The provider, who is also the manager, has a secure understanding of the safeguarding and welfare requirements and implements these well. She effectively monitors all aspects of the nursery and actively seeks the views of parents, staff and children to drive improvements. As a result, all previous recommendations have been successfully addressed and the staff's understanding and implementation of observations, planning and assessment is secure. Supervisions are routinely used to review staff practice and support their continued professional development. Regular training courses have resulted in a staff team that is experienced, knowledgeable and skilful in delivering the Early Years Foundation Stage. The manager effectively monitors children's progress to ensure she is able to quickly identify any gaps in children's learning, including those children with special educational needs and/or disabilities. This effectively promotes good outcomes for children.

Setting details

| | |
|------------------------------------|--------------------------|
| Unique reference number | 310364 |
| Local authority | Trafford |
| Inspection number | 864960 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 47 |
| Number of children on roll | 81 |
| Name of provider | Valerie Brookes |
| Date of previous inspection | 8 December 2009 |
| Telephone number | 0161 973 5231 |

Alphabets Private Day Nursery was registered in 1994. The nursery employs 20 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3, one holds Qualified Teacher Status and one holds Early Years Professional status. The nursery opens from Monday to Friday all year round, except bank holidays. Sessions are from 7.30am until 6.30pm. The nursery supports a number of children with special educational needs and/or disabilities.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

