

# Alphabet House Day Nursery

10 Chilwell Road, Beeston, Nottingham, NG9 1EJ



## Inspection date

Previous inspection date

10 June 2015

4 February 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff complete regular observations of children and know their individual learning styles and needs. They successfully plan a range of interesting activities, which contributes to children's continued good progress.
- The arrangements to help children settle into the nursery and move to new settings, including school, are well planned. This means that children are emotionally well prepared and their self-confidence is effectively supported.
- Children of all ages benefit from daily opportunities to play outside. Staff successfully use the space as an extension of the indoor learning environment. Older children enthusiastically share their positive experiences of regular Forest school sessions.
- Managers and staff demonstrate a secure understanding of their safeguarding role and responsibility to keep children safe from harm. Recruitment procedures are effective, ensuring the suitability of staff. All staff receive regular safeguarding training, so their knowledge remains up to date.
- Effective partnerships with parents means that they are kept well informed of their children's progress and are able to support their children's learning at home.

### It is not yet outstanding because:

- Younger children's opportunities to be independent are not consistently promoted, as staff do not always give children enough time to try and do things for themselves.
- Arrangements for the performance management of staff is not always fully effective in ensuring training opportunities are accurately focused and targeted.

## What the setting needs to do to improve further

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

- build on younger children's independence by providing more opportunities for them to do things for themselves
- strengthen the current arrangements for performance management of staff and ensure that training opportunities are targeted to individual learning needs, in order to enhance the already good quality of teaching.

### Inspection activities

- The inspector observed activities in each playroom and in the outside area and spoke to children and staff when appropriate.
- The inspector viewed all areas accessed by children, including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and planning.
- The inspector met with managers and looked at a range of policies and procedures, and checked evidence of staff suitability and qualifications.
- The inspector took account of views of the parents and carers spoken to on the day of the inspection.

### Inspector

Claire Jenner

## Inspection findings

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

The well-qualified staff team know children well and understand how they learn and develop. They plan enjoyable activities that challenge children's thinking and help them to learn. Children of all ages enjoy exploring textures and being creative. For example, babies use their hands and brushes with increasing skill to make marks with paint. Older children mix mud and water to make a pretend dinner in the mud kitchen. Overall, teaching is good. Staff speak clearly to children and join their play. They ask many questions and introduce additional challenges to extend children's learning. As a result, children develop good communication and language skills, in preparation for the next stage in their learning and school. Staff recognise the importance of working with parents, especially to support children with English as an additional language. They encourage parents to share key words from home, so that they can use these alongside English. This helps children to make connections in both languages as they learn.

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

Children benefit from an effective key-person system, which helps them feel safe, settled and secure. Staff meet and understand children's care needs very well. As a result, children form good attachments and develop emotional security that motivates their learning and development. Staff praise children's efforts and accomplishments, promoting their self-esteem and confidence. They are positive role models and are calm, friendly and considerate. Consequently, children behave well and there is a happy and positive atmosphere throughout the nursery. Overall, children demonstrate good levels of independence. However, on occasion younger children are not given every opportunity to have a go and do things for themselves. Children are provided with a selection of meals and snacks, follow good hygiene practices and have daily opportunities to participate in physical play. This effectively promotes healthy lifestyles.

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

A new and enthusiastic management team work well with the established staff group. Together they identify the strengths and weaknesses of the nursery and ways to drive improvement. Staff are regularly observed by managers as part of their professional development. They also attend staff meetings and appraisals. However, these arrangements are not fully effective in guiding them to the most pertinent training opportunities, in order to build on the already good teaching. Staff have strong partnerships with outside agencies and parents, which benefit children's learning and development. There is effective monitoring of the planning and assessment of children's learning. This thorough overview enables any gaps in the educational provision to be identified and quickly addressed.

## Setting details

<b>Unique reference number</b>	253140
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	864493
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	59
<b>Name of provider</b>	Alphabet House Day Nurseries Limited
<b>Date of previous inspection</b>	4 February 2011
<b>Telephone number</b>	0115 943 6220

Alphabet House Day Nursery registered in 1996. The nursery employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications. The Nursery opens from Monday to Friday all year round. Sessions run from from 7.30am to 6pm, except Bank Holidays and the week between Christmas and New Year. The nursery supports children with special educational needs and/or learning disabilities and children who speak English as an additional language.

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