

# The Alphabet Train Nursery School

Len Fagg Hall, 71a St. Johns Road, Tunbridge Wells, Kent, TN4 9TT



## Inspection date

18 June 2015

Previous inspection date

28 March 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The staff do not supervise children effectively when on outings to the local park. Therefore, children's safety and well-being cannot be assured.
- Staff do not fully support children to use their imaginative skills during art and craft activities. Therefore, some activities are mundane and lack a good level of challenge.
- The provider does not show an understanding of the disqualification requirements. Therefore, staff's ongoing suitability is not checked to ensure that they remain suitable to be working with children.
- The self-evaluation process is not robust enough to ensure that all legal requirements are met. Therefore, there are breaches of the legal requirements of the Early Years Foundation Stage.

### It has the following strengths

- Staff have suitable relationships with parents, which supports children's learning at home.
- Staff gather information about children's starting points and use this along with their observations of children to monitor their progress. Therefore, overall, children make suitable progress according to their age and stage of development.
- Staff understand the procedures to follow should they have concerns that a child is at risk of harm.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- develop knowledge of the disqualification requirements to ensure that all staff understand what they should declare to remain suitable to be working with children
- improve the supervision of children when taking them to the park to ensure their safety, including protecting them from unauthorised adults and supervising their play on park equipment.

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

- review self-evaluation procedures to monitor all aspects of the environment and educational programmes for children to identify areas of weakness, and develop action plans to address areas for improvement to raise outcomes for children
- increase opportunities for children to use their imaginative skills during art and craft activities.

## Inspection activities

- The inspector observed activities inside and outside.
- The Inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures to safeguard children's welfare.

### Inspector

Anna Fisk

## Inspection findings

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

The quality of teaching is inconsistent. Staff provide a wide range of toys and resources that children can choose from to develop independence skills. They introduce mathematical concepts, such as counting and problem solving, to children's play which helps to extend their learning. However, staff do not always effectively plan activities to extend children's skills and interest when using art and craft resources. For example, staff provide pre-drawn worksheets and templates, which do not allow children to use their imaginative skills and, therefore, they lose interest or do not take part at all. Regular and precise sharing of information about children's starting points and ongoing progress supports children's learning at home. Parents are welcomed into the setting and encouraged to contribute to their children's learning.

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

Overall, staff supervise children well indoors. There is no outdoor play area on the nursery premises, so staff take them to the park each day. However, staff do not effectively supervise children as they play on the park equipment or ensure that unknown adults do not approach them. Therefore, children's safety is not always assured. The nursery is warm and inviting. Staff help children to settle into the nursery and have good relationships with them. They encourage children to behave well as they help children learn to share, take turns and respect each other and their environment. Therefore, children develop positive attitudes to others and learn skills to prepare them for school.

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

The provider has not met all the legal requirements of the Early Years Foundation Stage. The provider does not complete regular checks to ensure that staff understand what personal circumstances would lead to them being disqualified. However, all staff have undertaken appropriate suitability checks when they started work at the nursery because there are suitable recruitment procedures. The manager monitors children's development records. She tracks children's progress to ensure that there are no gaps in children's learning. Effective partnerships with other settings children attend help to maintain continuity of care routine and learning and development. The manager completes regular supervision with staff. This helps to identify training opportunities to improve staff's knowledge and practice. However, self-evaluation is not robust enough to ensure that all aspects of the educational programmes and legal requirements are met.

## Setting details

<b>Unique reference number</b>	126972
<b>Local authority</b>	Kent
<b>Inspection number</b>	836191
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Amy Clarkson
<b>Date of previous inspection</b>	28 March 2011
<b>Telephone number</b>	01892 825618

The Alphabet Train Nursery School registered in 2001. The nursery is open each weekday during term time only from 8.30am until 12.15pm, and 1pm until 3pm. There is also a lunch club between 12.15pm and 1pm. The nursery employs four members of staff; of whom, three hold appropriate early years qualifications. The nursery receives funding to provide free early education for children aged three and four years old.

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