

# Alphabet House

Mayfair, Evesham, Worcestershire, WR11 1JJ



## Inspection date

10 July 2015

Previous inspection date

11 October 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- Children thrive in this vibrant setting and make rapid progress in all areas of learning, given their starting points. The wonderful activities offered are supported by the staff's enthusiasm and expert knowledge and understanding of how children learn.
- Staff know the children exceptionally well. They use every opportunity to enrich the children's experiences and promote their learning and development. As a result, all children are very confident, inquisitive, keen to learn and proud of their achievements.
- Secure bonds are seen throughout the nursery in the inspirational interactions between adults and children. This helps children to form significant attachments and develop a strong sense of belonging.
- Children's safety is assured. Staff have highly comprehensive knowledge of child protection procedures and know what to do if they have concerns. Possible risks in the environment are meticulously identified, and prompt, highly effective steps are taken to ensure children's safety.
- Staff are incredibly well organised, which ensures children benefit from a provision that is efficiently managed. They implement precise and thorough record keeping systems. This shows their complete understanding of the requirements of the Early Years Foundation Stage.
- The management effectively evaluate and monitor practice, taking into account the views of parents and children. They are highly effective in driving improvement and demonstrate an uncompromising commitment to continuing to achieve excellence in all areas.

## What the setting needs to do to improve further

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

- build on the ambitious plans for further enhancing the experiences of those children who prefer to learn outside.

### Inspection activities

- The inspector observed activities and interactions between staff and children in the indoor and outside environments.
- The inspector spoke with staff and the children and reviewed children's assessment records and the planning documentation.
- The inspector carried out a joint observation of a group activity with one of the managers.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, and looked at a range of required documentation.
- The inspector took account of the views of parents and carers spoken to during the inspection.

### Inspector

Lucy Showell

## Inspection findings

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

Staff work in close partnership with parents and many other professionals. They support and promote each child's learning needs through a shared approach. Planning and assessment arrangements are precise and closely tailored to each child's individual needs. As a result, children's interests and learning styles are always quickly identified and superbly met. Children initiate many activities themselves, which are then skilfully supported by staff. They take tea and coffee orders from staff and get busy pretending to make and serve the drinks. Children benefit from prolonged periods of uninterrupted time to play and experiment, which keeps them engaged and focused. They use crates and planks of wood to make obstacle courses and find ribbons to decorate their playhouse. This enthusiasm and thirst for learning helps them to develop many vital skills for the future. As a result, children are very well prepared for the next stages in their learning and for their eventual move to school.

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

Staff have an excellent understanding of how to promote the health and safety of children in their care. The environment is interesting and stimulating with enriching learning opportunities provided through a varied range of resources. These are well organised and presented in various ways that enable children to choose things for themselves. Staff are now considering ways to extend this even further, particularly for children who love to be outdoors. Staffing arrangements are consistent so children are very familiar with the staff and readily seek them out for comfort when needed. As a result, children's emotional well-being is extremely well fostered. Children show superb cooperative skills when managing their environment. They cooperate harmoniously and are considerate to one another as they play. Staff are extremely good role models and help children to quickly understand what behaviour is acceptable. They play alongside children helping them to learn how to share and take turns with favourite resources.

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

Day-to-day management and professional supervision are of an exceptionally high quality and support ongoing improvements. Roles are clearly defined and there is an excellent sense of teamwork. The highly dedicated, inspirational staff continually update their knowledge and skills by completing a variety of training and research. Qualified and experienced staff act as mentors to those less qualified and provide excellent role models. This has a very positive impact on staff's practice and the quality of their interactions when supporting children's learning. Staff work exceptionally well with other providers. For example, teachers from different schools regularly visit the children to get to know them in a familiar environment. Staff also share detailed information about each of the children to help ensure consistency of care across settings. As a result, children are particularly well supported at times of change and during movement between settings.

## Setting details

<b>Unique reference number</b>	EY235589
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	848278
<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>	36
<b>Number of children on roll</b>	64
<b>Name of provider</b>	Helen Nightingale and Tracey Godbold Partnership
<b>Date of previous inspection</b>	11 October 2011
<b>Telephone number</b>	01386 423207

Alphabet House was registered in 2002. The setting employs seven members of childcare staff. All hold appropriate early years qualifications at level 3 and above. The setting opens each weekday during school term times. Sessions are from 8.30am until 3pm on Monday to Thursday and from 8.30am until 12.30pm on Friday. The setting provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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