

# Alphabet Day Nursery

Station Road, Whittlesey, Peterborough, Cambs, PE7 2HA



## Inspection date

29 July 2015

## Previous inspection date

17 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 are enthusiastic and have a good understanding of how children learn and develop. They know children well and plan effective experiences to support their next steps in learning. As a result, children make good progress.
- Partnerships with parents are good. Parents receive regular information about their child's progress and next steps in learning. Parental feedback is very positive. They value the staff and typically comment that their children are settled and happy.
- Staff establish warm and caring relationships with children. They nurture younger children and establish firm bonds with all children who attend.
- Children demonstrate that they feel safe and secure and are confident to seek reassurance from staff when they are upset. Staff sensitively support their growing independence in self-care and play.
- Arrangements to safeguard children are good. Staff fully understand their role to protect children from harm and understand the procedures to follow, should they have any concerns regarding a child's welfare.
- Leaders fully understand their role and responsibilities in the Early Years Foundation Stage. They are committed to ensure each child fulfils their best potential.

### It is not yet outstanding because:

- Routines for younger children are not flexible enough to ensure they have sufficient time to fully explore and experience activities that interest them.
- Staff supervisions are not sharply focused on identifying areas to improve the quality of teaching to the highest level.

## What the setting needs to do to improve further

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

- give younger children sufficient time to explore during activities so that their opportunities for learning are maximised
- ensure staff supervision arrangements routinely focus on the impact of the quality of teaching to further improve the good progress children make.

### Inspection activities

- The inspector viewed the quality of teaching and the impact this has on children's learning in both the indoor and outdoor environments.
- The inspector spoke to staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day and written parental feedback.
- The inspector checked the evidence of the suitability of staff and their qualifications and training certificates.
- The inspector viewed a range of documentation, including children's learning records, planning and a sample of policies and procedures.

### Inspector

Gail Warnes

## Inspection findings

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

Children arrive happily and quickly settle as staff warmly welcome them to the nursery. Staff observe children as they play and accurately assess their progress. Children are fully engaged and thoroughly enjoy themselves. Staff ask a range of questions as children play to establish what they already know and to extend their learning further. Staff skilfully weave mathematical language during sand play as children compare the size of their footprints and estimate how much more sand they need to fill their buckets. Staff creatively adapt stories with older children who enjoy the physical challenge of negotiating obstacles as they act out a treasure hunt. They refer to the treasure maps they have made, which shows their interest in writing for themselves. However, sometimes in following the nursery routines, staff working with the youngest children, bring activities to a premature end. For example, staff clear away messy play because it is time for snack, but children are still interested and are actively investigating the dried oats. Therefore, opportunities to support their learning and interests are reduced. Nevertheless, children make good progress and acquire good skills to support their future learning.

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

Staff are friendly, caring and approachable. They ensure settling-in procedures are flexible to meet children's individual needs. Staff gather meaningful information from parents about what children can do when they start, and plan activities which interest them to support their next steps in learning. Children's emotional well-being is well supported as they progress through the nursery. Staff encourage children to think and talk freely about how they feel as they get ready for the move on to school. Staff have high behavioural expectations and are good role models. Children understand and respect the boundaries at nursery. They are confident and demonstrate that they feel safe and secure. The environment is well resourced with regular opportunities for children to enjoy more vigorous activities in the stimulating outdoor area together. Children learn about healthy lifestyles. They excitedly and proudly harvest a cucumber they have grown in the garden. They use knives safely to slice it, and examine it together before tasting it.

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

Leaders are passionate about ensuring children have the best opportunities to learn and develop. Recruitment and induction procedures are rigorous in ensuring suitable adults work with children. Almost all staff are well qualified and the quality of teaching is good. The manager and deputy manager conduct regular reviews with staff. However, these are not sharply focused on identifying opportunities to develop the quality of teaching to the highest level. The manager has efficient systems to review the progress children make. This allows her to identify any gaps in their progress quickly and target support so they achieve their best potential. Improvements have been made to address the areas identified during the previous inspection. This demonstrates the provider's commitment and capacity to improve.

## Setting details

<b>Unique reference number</b>	221576
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	865931
<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>	54
<b>Number of children on roll</b>	90
<b>Name of provider</b>	Christina Boon
<b>Date of previous inspection</b>	17 February 2011
<b>Telephone number</b>	01733 350 781

Alphabet Day Nursery opened in 1993. It operates from 7.30am to 6pm each weekday except for bank holidays and one week at Christmas. It offers funded early education to eligible two-, three- and four-year-old children. It employs 24 staff, of whom 18 hold appropriate early years qualifications at level 2 and above. The manager holds Early Years Professional status.

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