

Alphabet House Day Nursery

Alphabet Nursery, 86 Newcastle Avenue, WORKSOP, Nottinghamshire, S80 1LA



Inspection date

24 March 2016

Previous inspection date

16 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and staff have worked extremely hard since their last inspection to make significant improvements to enhance opportunities for children. Self-evaluation includes the views of parents and staff to identify precise action plans to develop the nursery.
- Good relationships are established with parents, local authority advisers and the local children's centre teacher. They all comment positively about the nursery and the good working relationship they have established to support families.
- The quality of teaching is good overall with some being outstanding, particularly during group times. Staff get to know children extremely well and follow their lead during play. They support their learning by providing meaningful activities to help them to make good progress. Children are enthusiastic and motivated to learn.
- Children are helped extremely well during changes in routine. Staff use words, sign language and images to support children to understand what will happen next. This helps build children's self-esteem and sense of belonging in the nursery.

It is not yet outstanding because:

- Staff do not seek enough information from parents about what children already know and can do when they first start. This means they cannot ensure that their assessments of the starting points for children's learning are as accurate as possible.
- Development opportunities for some staff have not been rigorous enough to raise the quality of teaching to an outstanding level across the nursery.

What the setting needs to do to improve further

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

- seek more detailed information from parents about children's learning abilities on entry, in order to inform more precise initial assessments of what children need to learn next
- strengthen professional development opportunities for staff to increase the potential to raise all teaching practice to an outstanding level throughout the nursery.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and had discussions with staff, the children's centre teacher and the provider.
- The inspector looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is good

The manager is very enthusiastic and ensures that she keeps abreast of changes to legislation and cascades this information to the staff team. Supervision meetings help staff to review their professional development and identify future training opportunities. Training has a positive impact on the learning experiences that children receive and the environment in each of the rooms within the nursery. Arrangements for safeguarding are effective. Staff have an excellent understanding of child protection and are vigilant in their supervision of them. The manager regularly monitors the progress made by different groups of children and uses this to identify any gaps in achievement effectively. Additional support is put in place swiftly to ensure children are well supported to make good progress.

Quality of teaching, learning and assessment is good

Children are continually motivated to learn. Staff carry out frequent assessments, ensuring all children make progress in their learning and development. Staff support babies as they take their first steps, giving them praise and encouragement. Toddlers join in group times to develop their listening, looking and sitting skills. Staff provide activities at a quick pace to excite children who, as a result, stay engaged. Group times help older children to learn the days of the week, date and month of the year. Children develop their confidence. Staff sustain children's attention by allowing them to contribute and voice their views. Children develop their literacy and mathematical skills well. They recognise and put together letters in their name. Children who speak English as an additional language make excellent progress in their communication and language skills. Staff constantly model language and introduce new words to help extend children's vocabulary.

Personal development, behaviour and welfare are good

Children are content, display a sense of belonging and have positive relationships with staff and their peers. This helps to support their emotional well-being. Babies' individual needs and routines are carefully followed to support their well-being. Older children develop their coordination skills. They play with real food and packaging in the role-play area and cut up fruit and vegetables. A variety of healthy meals and snacks is provided by the nursery cook. Children's independence is very well promoted. They enjoy plenty of fresh air and exercise in the nursery's outside area.

Outcomes for children are good

All children, including those in receipt of funding, are working well in the expected range of development for their age in readiness for school. Disabled children and those with special educational needs receive additional support from staff to focus on their individual needs. Role-play areas provide children with real-life experiences. They vacuum the floor and dress up in different costumes, showing their interest in the lives of people who are familiar to them. Children learn about nature and living things. Staff help children to look for worms using a magnifying glass. Together, they compare the length of each one, extending their understanding of different sizes. Babies play with jelly and explore the texture and taste, helping to develop their senses.

Setting details

Unique reference number	EY350725
Local authority	Nottinghamshire
Inspection number	1028817
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	96
Number of children on roll	122
Name of provider	Alphabet House Day Nursery (Worksop) Limited
Date of previous inspection	16 July 2013
Telephone number	01909 500074

Alphabet House Day Nursery was registered in 2002. The nursery employs 21 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3 or above, including the manager who has Early Years Professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery offers before- and after-school care from 7.30am until 8.30am and from 3pm until 6pm. There is also a holiday club available for older children. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language, disabled children and those with special educational needs.

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