

# The Alphabet Train Nursery School

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



## Inspection date

7 June 2016

## Previous inspection date

18 June 2015

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

## Summary of key findings for parents

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

- The provider, who is also the manager, does not ensure that children have daily outside learning experiences, as required, which limits their overall learning and development.
- Partnerships with other settings that children attend are not sufficiently established to support continuity of care and education.
- Staff do not always support children to be as independent as possible in their learning to help them think and explore for themselves.

### It has the following strengths

- Children behave well. Staff involve them in helping to establish the rules in the nursery and they excitedly remind each other of what to do when playing. For example, they explain how to use the playdough, and how to keep it clean and safe to use.
- Staff observe children's learning well and know how to support individual children effectively. Indoors, they plan activities which children enjoy and which help them to achieve.
- Children are confident and have strong communication skills. For example, they are keen to share their ideas and talk to staff about their play. Overall, children make steady progress in their learning and development in the indoor environment.
- Staff are kind and friendly. Children are settled and enjoy their time at nursery. Parents comment that children are happy to attend and that staff care well for their children.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

- |   | <b>Due Date</b> |
|---|-----------------|
| ■ ensure children receive daily outdoor learning opportunities to support their overall development                         | 20/06/2016      |
| ■ build effective partnerships with other settings that children attend to support them to make the best possible progress. | 20/06/2016      |

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

- give children greater opportunities to develop more independence during planned activities.

### Inspection activities

- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector held a joint observation with the manager, who is also the provider.
- The inspector observed the quality of teaching and assessed the impact of this on children's progress.
- The inspector spoke to parents and took their views into consideration.
- The inspector viewed documentation, such as policies and procedures, children's learning records and suitability records for staff.

### Inspector

Sarah Taylor-Smith

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The manager knows there are breaches of the learning and development requirements, but has no plans to ensure the breaches are met in relation to providing daily outdoor activities. Staff evaluate the provision, which includes the views of parents, and develop areas of their practice to support outcomes for children. For example, they attend training courses and have professional discussions. Safeguarding is effective. Staff know what to do if they have concerns about children's welfare. Staff track children's learning well and review their development to identify how they can support their progress. However, they are not aware of what children are learning in other settings that they attend, to provide continuity in their learning experiences.

### **Quality of teaching, learning and assessment requires improvement**

The manager does not ensure that children have the opportunity to play outside daily to support their learning. However, staff do provide indoor physical development opportunities for children. Partnerships with parents are effective. For instance, staff encourage parents to give them ample information to help children talk about what they have been learning at home. Staff help children to develop good literacy skills. For example, they enjoy sharing stories and learn the initial sounds of letters to build their early reading skills. Sometimes, staff are too quick to complete tasks for children and do not always challenge them to think about how they could do it for themselves.

### **Personal development, behaviour and welfare require improvement**

Staff have not considered further ways of supporting children to have access to fresh air and to promote exercise. Children take turns well and learn to be respectful of others. They learn to develop their understanding of the wider world. For example, they greet each other using a range of languages and know what country it comes from. Staff offer children a range of toys to choose from to sustain their interest in learning. For example, they make sure building toys are available to explore when children watch the diggers on the building site outside.

### **Outcomes for children require improvement**

Overall, children develop skills typical for their age and make steady progress from their starting points. Children have positive attitudes to learning and are motivated to join in activities. For example, they excitedly engage in role play and organise their 'vet practice' ready for customers. Children know how to use their mathematical knowledge well. They count and sort objects using a range of methods. Children learn skills to help them to be prepared for their next stage of learning at school.

## Setting details

<b>Unique reference number</b>	126972
<b>Local authority</b>	Kent
<b>Inspection number</b>	1018283
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	Amy Clarkson
<b>Registered person unique reference number</b>	RP512462
<b>Date of previous inspection</b>	18 June 2015
<b>Telephone number</b>	01892535949

The Alphabet Train Nursery School registered in 2001. The nursery is open Tuesday to Friday from 8.30am to 1pm and until 3pm on Wednesday, during term time only. The nursery employs three members of staff, two of whom hold appropriate early years qualifications. The nursery receives funding to provide free early education for children aged three and four years old.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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