

The Alphabet House Nursery Schools

Alphabet Nursery, Canberra Road, London, E6 2RW



Inspection date	23 June 2016
Previous inspection date	26 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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 management team monitors the quality of the provision well, setting clear expectations for improvement. They support the professional development of staff well, encouraging them to develop their expertise.
- The nursery has established effective relationships with parents. They encourage parents to be involved with their children's learning and share useful information about their progress.
- Staff provide many opportunities for children to learn about families and other communities. This includes celebrating festivals that reflect and value the diversity of the children who attend. Children behave well and relate well to others.
- Staff are competent teachers and support children to make good progress. They typically check on their progress carefully. Children develop good communication and emotional skills that help them to become independent and confident learners.

It is not yet outstanding because:

- Occasionally, children do not learn consistently well after moving from one activity to another.
- Staff do not always use their observations or assessments effectively to identify what children need to learn next.

What the setting needs to do to improve further

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

- ensure children learn consistently well after changing activities to ensure they make good progress
- ensure staff use their observations and assessments effectively to identify what children need to learn next.

Inspection activities

- The inspector observed children taking part in a range of activities, indoors and outdoors.
- The inspector spoke with staff and observed their teaching.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents to take account of their views.
- The inspector looked at a wide range of documentation, including staff suitability checks, children's development records and attendance registers.

Inspector

Christine Lamey

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand their responsibilities well. For example, they complete relevant child protection training and are aware of the procedures to follow if they have concerns about any child's well-being. The manager has an effective and well-established system to enable staff to improve their practice. Good relationships between staff provide children with good examples about how to behave towards others. The team has made good improvements since the last inspection. For example, specific training has enabled the staff to prepare and typically plan challenging activities for children indoors and outdoors. The manager has made further improvements. For example, she identified how to develop the space and equipment to enable children to have better access to the well-resourced and spacious garden.

Quality of teaching, learning and assessment is good

Staff promote children's learning and development well. They generally promote children's good progress. For example, adults support children's learning through initiating conversations to develop their understanding of numbers, shapes and quantities. Staff ensure that the learning programme generally provides a wide range of interesting and challenging experiences based on their assessments of children's skills and knowledge. Staff support children well, such as becoming confident talkers, and re-shaping activities to enable them to improve their language skills and knowledge.

Personal development, behaviour and welfare are good

Children have clear messages regarding staying safe and managing their own needs. For example, they are encouraged to wash their hands and take care when climbing on the equipment. The nursery is well resourced and there are plenty of stimulating and exciting activities. Children use resources independently and are engaged, motivated to learn and join in readily with others. They behave well. The nursery ensures that children have regular access to physical outdoor play which children enjoy. Staff give children clear messages about why it is important to have a healthy diet. For example, they talk to the children about the benefits of eating vegetables and fruit.

Outcomes for children are good

Children are very happy and make good progress. They regularly laugh together and are sensitive to each other's needs. For example, they shout with glee as they excitedly follow each other up and down the climbing frame with their umbrellas in the rain. Early literacy skills and mathematical skills are promoted effectively to ensure children are ready for school or their next stage in learning.

Setting details

Unique reference number	EY281129
Local authority	Newham
Inspection number	1033733
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 - 5
Total number of places	47
Number of children on roll	76
Name of registered person	The Alphabet House Nursery Schools Limited
Registered person unique reference number	RP901724
Date of previous inspection	26 November 2015
Telephone number	020 8552 0078

Alphabet House Nursery School (Canberra Road) registered in 2004. It is situated in East Ham in the London Borough of Newham. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. The nursery is in receipt of funding for the provision of free early years education for children aged two, three and four years. There are nine members of staff; of whom, seven hold relevant early years qualifications. Two of these staff hold early years professional status.

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