

Alphabet House Day Nursery



The Lodge, Adbolton Lane, West Bridgford, Nottingham, Nottinghamshire, NG2 5AS

Inspection date	29 September 2016
Previous inspection date	25 October 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children are happy and well settled. The key-person system is effective. All children demonstrate good levels of confidence, showing they feel safe and secure in the nursery. They receive plenty of attention, affection and praise. This supports their emotional well-being successfully.
- Partnerships with parents are good. Staff talk to parents about what children already know and can do when they first start, helping staff to plan children's learning from the outset. This is then supported by daily exchanges of information about children's care routines, activities and achievements.
- The quality of teaching is good. Staff know how children learn and assessments are used effectively to identify any gaps in their learning. Staff regularly share information with parents to provide them with a clear picture of their child's progress.
- Staff provide a rich and stimulating environment, both indoors and outdoors. This helps children become highly motivated and enthusiastic learners. Children freely choose from the extensive range of resources, and staff skilfully support them in their discovery, exploration and play.
- Positive partnerships with other professionals and settings which children move on to, such as nursery or school, are established. This encourages a collaborative approach and helps children's ongoing progress.

It is not yet outstanding because:

- The manager does not use all opportunities to monitor staff performance to raise the good standard 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:

- focus more precisely on monitoring teaching to identify the professional development needs of individual staff as effectively as possible and raise the quality of teaching to the highest levels.

Inspection activities

- The inspector had a tour of the nursery and outdoor areas with the manager.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection. She held a meeting with the area manager and nursery manager.
- The inspector sampled a range of documents, including records of staff suitability checks, self-evaluation, observations, assessments and planning records. The inspector also looked at documentation linked to monitoring children's progress.
- The inspector conducted a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are fully aware of their role in protecting children from harm and know the procedures to follow if safeguarding concerns arise. Comprehensive risk assessments are carried out and potential risks are minimised so that children can play safely and securely. Managers follow robust recruitment procedures to ensure the suitability of staff. Staff are supported well through effective induction and supervision arrangements. This helps managers to identify any training needs to further improve the effectiveness of staff's teaching. Leaders and managers are reflective and recognise their strengths and any weaknesses in the provision. There is a strong drive to improve their provision, raise standards and promote the best possible outcomes for children.

Quality of teaching, learning and assessment is good

Staff have good interactions with children. They skilfully assess children to identify individual interests and extend learning opportunities. Staff work well as a team to meet children's individual needs. The manager has started to check the progress made by different groups of children attending the nursery. There are good systems in place to identify any emerging gaps in children's progress so that actions can be quickly targeted to narrow these. Babies benefit from having plenty of space to develop their physical skills and mobility. Following training specifically about babies; staff now provide more resources to encourage babies' exploration and discovery in play. For example, babies and younger children have fun and show great interest in exploring broccoli and sweetcorn using all of their sensory skills.

Personal development, behaviour and welfare are good

Children make superb use of the fantastic outdoor area to be creative, solve problems and take part in physical play. They have great fun flying kites they have made out of recycled bags. Staff help children to learn about safety as they play. They encourage them to recognise and remove risks and hazards. For example, children assess their own risks in a supervised environment as they balance on a plank between two trees. They enjoy using the hosepipe to water the plants and fill up their buckets. Children then use this water to paint patterns on the fence. Staff use these experiences well to encourage children's physical development and good health. Children have the opportunity to be food detectives and learn more about healthy eating. They are very well engaged in this activity and children are confident to ask questions to extend their learning.

Outcomes for children are good

All children make good progress in their learning, including those who receive funded early education and those who have special educational needs or disability. Children receive good support and challenge to help them achieve their next steps in learning. They are extremely confident communicators. Children's mathematical skills are developing well. They learn to count, compare sizes and solve number problems. Children learn to be kind, respectful, caring and tolerant. They develop their understanding of the rules and boundaries for working together and behave well. Children are prepared socially and emotionally for the next stage in their learning.

Setting details

Unique reference number	EY405561
Local authority	Nottinghamshire
Inspection number	996523
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	85
Number of children on roll	71
Name of registered person	Alphabet House Day Nurseries Limited
Registered person unique reference number	RP522508
Date of previous inspection	25 October 2012
Telephone number	01159820101

Alphabet House Day Nursery registered in 2009. The nursery is open Monday to Friday from 7.30am to 6pm. It is open all year round, closing only for public holidays and a week at Christmas. The nursery supports children who have special educational needs or disability. The nursery employs 15 full- and part-time members of staff, 13 of whom hold an appropriate early years qualification at level 3 or above.

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