

<b>Inspection date</b>	15 December 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Leaders have a secure understanding of their roles and responsibilities. For example, they follow clear processes to make sure staff ratios and deployment are effective. Leaders maintain all the appropriate documentation and records needed.
- Children make good progress and any gaps in their development are steadily improving. They gain the skills they need for their move to school.
- Leaders oversee the work of their staff well. For example, they provide regular meetings, peer support, training and observe their practice. This helps develop their skills and provides better outcomes for children.
- Children have opportunities to make their own choices during their play. For instance, staff provide a good balance of activities that they lead or which children choose for themselves. This helps to encourage children's motivation and interest in their learning.
- Leaders complete thorough risk assessments of their environment, which helps to identify and minimise any hazards.

### It is not yet outstanding because:

- The leader's monitoring processes are not highly successful in rapidly identifying gaps in development between different groups of children.
- Staff do not make the most of opportunities to help children learn about each other's cultural backgrounds and home languages.

## What the setting needs to do to improve further

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

- continue to develop the good monitoring processes to track different groups of children's learning more precisely
- increase opportunities for children to learn about people's similarities and differences beyond their own.

### Inspection activities

- The inspector held a meeting with the provider and manager.
- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector completed joint observations with the manager.
- The inspector spoke to parents and children during the inspection.
- The inspector viewed a range of documentation, including staff suitability checks and qualifications.

### Inspector

Sarah Stephens

## Inspection findings

### Effectiveness of the leadership and management is good

The leaders evaluate the nursery well. They effectively identify areas weaknesses and set targets for improvement. Safeguarding is effective. Staff have a secure understanding of the signs that would cause them concern about a child's welfare and the processes to follow. They know what to do if anything affects their suitability to care for children. Staff provide regular opportunities to involve parents in their children's learning. For example, they have daily discussions, offer meetings and an online system. This helps parents to continue their children's learning at home.

### Quality of teaching, learning and assessment is good

Staff support children's learning and development well. They effectively use the information from their observations and assessments to plan for children's next stage in development. Staff successfully build children's mathematical development. For example, they ask questions to help them think for themselves and support their learning further, such as encouraging them to draw shapes and asking them to compare the differences in lengths. Staff develop children's communication and language skills well. For example, they talk to older children about their wider experiences and with much younger children they introduce basic words. Staff positively support babies physical development, such as rolling a ball backwards and forwards. They provide them with positive praise and encouragement, which helps to build their confidence and self-esteem.

### Personal development, behaviour and welfare are good

Staff provide a stimulating and welcoming environment. Children develop secure emotional attachments and positive relationships with staff. They offer children clear guidance to help them manage their behaviour. For example, staff encourage them to share, wait their turn and distract them with other activities. They support children's physical health well, such as providing nutritious meals and daily opportunities to be physically active. Staff help children learn to keep themselves safe. For example, they make sure they know what to do if they have to exit the building in an emergency. Staff help children learn that their views are of value and important, such as letting them choose what part of a song they want to sing.

### Outcomes for children are good

Children make progress that is appropriate for their age and any gaps are consistently closing. They are confident and interact well with adults. Children successfully build their awareness of time, such as understanding when the clock hand falls on three o'clock they will be having their party. They develop their literacy skills well. For example, they recognise letters and identify animals that start with the same sound.

## Setting details

<b>Unique reference number</b>	EY492267
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	1079712
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	81
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Alpha Nursery (Greenwich) Limited
<b>Registered person unique reference number</b>	RP910956
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07939528678

Alpha Nursery registered in 2015 and is situated in the London Borough of Greenwich. It is one of multiple settings run by the same provider. The nursery offers care Monday to Friday, from 7.30am to 6.30pm, throughout the year. There are 13 members of staff, nine of whom hold appropriate early years qualifications to level 3. The nursery receives funding to provide free early education for children aged two, three and four years.

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