

# Alphabet House Day Nursery

Mansfield Road, Farnsfield, Newark, Nottinghamshire, NG22 8HL



## Inspection date

16 January 2017

Previous inspection date

4 January 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Leaders do not accurately assess the progress of individual children. They do not take prompt action to address gaps in children's learning. Additional support for children who have special educational needs and disabilities is not secured in a timely way.
- Staff do not use the information they gather from observations well enough to focus future planning. Children are not making enough progress in their learning.
- The manager does not provide sufficient supervision, training and support, to help staff evaluate and improve their teaching practice. Therefore, the quality of teaching from staff is poor.
- The strategies staff use to inform parents about their children's next steps in learning and how they can further extend children's learning at home are not successful.

### It has the following strengths

- Staff praise children for their kindness when they welcome others to join their play. This helps to promote children's positive behaviour and raise their self-esteem.
- Staff use a range of activities to help raise children's awareness of diversity.
- Children are happy to initiate their own play experiences as they explore the well-resourced environment.

## 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 that assessment of children's learning is accurate and that this information is used effectively to enable children to make the progress they should	16/05/2017
■ improve how the information gained through observation is used so that planning for children's future learning is focused on each child's individual learning needs and helps them to make the best possible progress in all aspects of their learning and development	16/05/2017
■ provide regular supervision, training and coaching to support all staff to strengthen their teaching and professional development so that outcomes for children are at least good	16/05/2017
■ explore further ways to inform parents about their children's progress and next steps in learning, and provide them with ideas and ways that they can continue children's learning at home	16/05/2017
■ ensure additional support is secured in a timely way for children who need it.	16/05/2017

## Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors spoke with staff and children during the inspection.
- The inspectors completed joint observations with the nursery manager and deputy manager.
- The inspectors held a meeting with the nursery manager and provider. They also looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to a number of parents during the inspection and took account of their views.

## Inspector

Jane Tucker and Ruth Moore

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Weaknesses in leadership and management mean that the monitoring of children's progress and staff's practice is weak. This is having a significant impact on children's successful learning. Assessments of children's progress are not accurate. Observations of children's achievements are not used effectively to inform future planning. Gaps in some aspects of children's learning have occurred over time and have not been identified by staff. This means that additional support for children who need it has not been secured in a timely way. Staff do not benefit from effective supervision that provides support and guidance through performance management arrangements. This results in teaching that is not good enough. Links with parents to share information about how they can support their child's learning at home are not strong enough. Self-evaluation is weak. Action plans do not accurately identify the current gaps in practice. The arrangements for safeguarding are effective. The provider implements acceptable recruitment and induction procedures. The designated safeguarding officer attends relevant training and disseminates the information to all staff. Staff have a suitable understanding of the possible signs and symptoms of abuse.

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

Staff have a poor knowledge of how to promote children's learning and development. They do not fully understand the new system that has been introduced to observe children. This is having an impact on how assessment information is used to plan appropriate teaching and learning. Despite most staff being suitably qualified, the quality of interaction overall is weak. Staff lack confidence in their abilities, which results in poorly delivered activities. Parents do not know what their child is learning or how they can help their child to improve. Babies develop their small-muscle skills. They enjoy exploring with sounds as they bang their spoons and hands on drums. Babies have a go at stacking blocks on top of each other. Toddlers are interested in the marks they make on paper with paint.

### Personal development, behaviour and welfare are inadequate

Children are not motivated by staff to achieve their best. Activities lack challenge and do not fully engage children or excite them to learn and this has a negative impact on children's personal development. Children form secure emotional bonds with the staff who are looking after them. They enjoy a range of freshly prepared food that helps to promote a healthy lifestyle. All children develop independence skills and follow appropriate hygiene procedures. Toddlers enjoy the responsibility of carrying out small tasks themselves, such as tidying away their toys before lunch. Babies show their developing physical skills. They crouch down and pull themselves to standing without support.

### Outcomes for children are inadequate

Children do not make sufficient progress. They do not benefit from good quality teaching, which means that they do not gain a broad enough range of key skills to support their future learning. Older children are confident and display an interest in role play. They

enjoy dressing up and sing songs to each other. Older children retell stories they are familiar with.

## Setting details

<b>Unique reference number</b>	EY437582
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	1065782
<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
<b>Age range of children</b>	1 - 10
<b>Total number of places</b>	120
<b>Number of children on roll</b>	112
<b>Name of registered person</b>	Alphabet House Day Nurseries Limited
<b>Registered person unique reference number</b>	RP522508
<b>Date of previous inspection</b>	4 January 2013
<b>Telephone number</b>	01623 883114

Alphabet House Day Nursery was registered in 2001. The nursery employs 19 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 2 or above, including two who are unqualified. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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