

Alphabet House Day Nursery

126 Nottingham Road, Long Eaton, Nottingham, NG10 2BZ



Inspection date

10 March 2017

Previous inspection date

20 February 2013

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

- Staff communicate regularly with parents and establish effective partnerships. They share information to help them extend their children's learning further at home.
- Staff have good knowledge of the children and support them to settle happily into the nursery. They are kind and caring, and use good care routines to build secure relationships with them. This helps provide a warm and nurturing environment where children feel safe and ready to play and learn.
- Staff routinely record observations of children's achievements and use this information to identify the next steps in their learning. Planned activities link closely with these and promote children's learning effectively. Children make good progress and achieve well.
- Children who have special educational needs and/or disabilities and children who speak English as an additional language receive extra help with their learning. Staff adapt activities well to help them take part. Staff make good use of expertise from professionals outside the setting to help all children do well.
- The managers have a clear drive for improvement. They have made many successful changes to the setting since the last inspection. One example of this is that maths and information technology are now taught well.

It is not yet outstanding because:

- Staff do not support pre-school children effectively to learn about sounds and letters as part of their early literacy development.
- There are times when staff do not fully enable toddlers to explore and investigate to their fullest extent.

What the setting needs to do to improve further

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

- strengthen pre-school children's early literacy skills to help develop their learning further, paying particular attention to how letters and sounds are taught
- give younger children more opportunities to explore and experiment, in order to develop their curiosity and imagination even further.

Inspection activities

- The inspector spoke to members of staff and children at appropriate times during the inspection. She held discussions with the owner of the nursery and the managers.
- The inspector discussed children's assessment, methods of tracking children's progress and planning.
- The inspector carried out a joint observation with one of the managers.
- The inspector discussed evidence of the suitability and qualifications of staff working with the children. She discussed some of the policies and procedures and the nursery's action plan.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector observed children at play, both indoors and outside. She looked at the interaction between the staff and the children.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management is good

The managers and staff work closely as a team and morale is high. They provide a very well resourced and friendly environment. There are robust procedures for monitoring the quality of teaching and the progress children make. The performance of staff is reviewed constructively to help improve the quality of teaching and identify staff training needs. The managers use additional funding effectively, such as purchasing resources to suit children's interests and learning needs. Safeguarding is effective. Safeguarding policies and procedures are in place and are well implemented by staff. Staff are confident in recognising the signs that a child may be at risk. There are rigorous recruitment procedures to help ensure suitability of staff. Premises are well managed to limit dangers and prevent accidents.

Quality of teaching, learning and assessment is good

Staff are experienced and use their knowledge well to promote and motivate children's learning. Staff are enthusiastic in their interaction with children. They demonstrate that they enjoy teaching and spending time playing with the children. Children have fun as they develop their language skills. Staff engage them in conversation during their daily routines and activities. They encourage good listening and younger children enjoy singing nursery rhymes. Staff extend learning outdoors and provide a good range of experiences for children who prefer to learn outdoors. For example, activities, such as rolling balls along guttering and experimenting with direction and speed, help children to develop their physical skills. Staff provide lots of opportunities for children to practise their small-muscle skills. For example, babies love handling shiny silver paper. They crinkle it in their hands and giggle as it makes noises.

Personal development, behaviour and welfare are good

Children demonstrate that they are happy and confident in the nursery. They develop self-care skills through daily tasks and routines. For example, staff encourage them to put on and fasten their own coat and shoes. Staff are good role models and lead by example. They teach children how to treat others and they have clear expectations of how children should behave. Staff regularly praise children's efforts and, as a result, children develop self-esteem. Children learn about the world they live in. For example, they benefit from visits to the pre-school by people in the community, including those from cultures different to their own. Staff promote children's awareness of healthy lifestyles. For example, they enjoy a range of nutritious meals and snacks that the nursery provides and have exercise daily. Visits to the children's allotment helps them to learn about where some foods come from, the natural world and how to care for living things.

Outcomes for children are good

Children make good progress and are eager and excited to learn. They have good social skills and develop their early speaking, physical and number skills well. Children also develop good personal, social and independence skills that will help them be ready for school when the time comes. Older children are confident with their peers and play independently.

Setting details

Unique reference number	EY450539
Local authority	Derbyshire
Inspection number	1066116
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 - 4
Total number of places	70
Number of children on roll	96
Name of registered person	Forest Schools Nurseries Limited
Registered person unique reference number	RP903511
Date of previous inspection	20 February 2013
Telephone number	0115 9734442 and then 07971 191593

Alphabet House Day Nursery was registered in 2012. The nursery opens Monday to Friday from 7am to 6.30pm all year round. The nursery receives funding for free early education for two-, three and four-year-old children. The nursery employs 23 members of staff. Of these, 17 have relevant childcare qualifications at level 2 or above.

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