

Alphabets Private Day Nursery

37 Poplar Grove, Sale, Cheshire, M33 3AX



Inspection date	28 July 2017
Previous inspection date	26 May 2015

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 enjoy their time at nursery. Staff provide a wide range of activities, including visits into the local community. These help to support all areas of children's learning.
- Staff make regular observations and assessments of children's learning. They plan targeted next steps to promote their individual development. Children in the pre-school room are very well challenged by experienced staff and excel in their learning.
- Staff are positive role models and foster children's emotional security through supportive relationships. They promote children's independence well and capture their interests. Children play cooperatively and are enthusiastic about their learning.
- Partnerships with parents are strong and help to provide continuity in children's care and learning. Children who have special educational needs and/or disabilities are supported by staff who know them well and who work closely with other professionals.
- Managers are experienced and enthusiastic. They are eager to continuously improve the provision and carry out regular observations of staff interaction with children.

It is not yet outstanding because:

- Systems to monitor the progress of different groups of children are not rigorous enough to consistently maximise learning opportunities and inform staff training.
- Group activities in the Tweenies room do not always take full account of the different stages of development of children taking part to challenge their learning to the highest levels.

What the setting needs to do to improve further

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

- enhance systems used for monitoring the progress of different groups of children in all areas of their learning, in order to specifically target staff training and provision to continuously improve the quality of teaching and maximise learning opportunities
- ensure that group activities consistently take into consideration the different stages of development of all children taking part, in order to support their full engagement and provide maximum levels of challenge.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning. A joint observation was carried out with the pre-school teacher.
- The inspector held a meeting with the deputy manager and the pre-school teacher, and kept them well informed through regular discussion throughout the inspection.
- The inspector looked at a selection of documentation, including children's learning records, safeguarding procedures, staff training and self-evaluation.
- The inspector considered evidence of suitability checks for all staff working in the nursery.
- The inspector held discussions with staff and children throughout the inspection. She spoke to a number of parents and took account of their views.

Inspector

Kate Smith

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and managers use safer recruiting procedures and regularly update staff suitability checks. Effective risk assessments help to maintain a safe environment for children. Staff know the correct procedures to follow to protect children's welfare. Most staff hold a current paediatric first-aid qualification and are well deployed throughout the nursery. Managers encourage staff to attend regular training, which helps to support children's learning and well-being. Parents feel well informed and their comments are very positive about the provision. Managers have an accurate view of the quality of the provision. Development plans are realistic and meaningful.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff play alongside children, asking questions and providing new language to extend their learning. They help to promote home learning opportunities and build on children's achievements. Children experience exciting learning opportunities both indoors and outdoors. For example, toddlers enjoy jumping in puddles and delight as they explore cause and effect. Two-year-old children use their imagination as they eagerly mix and pour ingredients in the mud kitchen. Children join in telling familiar stories and enthusiastically take part in actions songs. This helps to foster their literacy skills and physical development. Babies and toddlers explore and investigate a wide range of sensory materials.

Personal development, behaviour and welfare are good

Children are happy and settled. They demonstrate a strong sense of belonging and are becoming confident, independent learners. The key-person system is well established and staff respond well to children's individual needs. Children's self-care skills are well supported and their choices respected. Staff follow good hygiene routines. They help to foster children's good health through healthy eating and daily exercise. Staff promote positive behaviour and support children's self-esteem. Children learn about caring for living things as they help to nurture the pet rabbit. Staff support children's awareness of diversity. They encourage turn taking, which helps to foster children's social skills.

Outcomes for children are good

All children, including those who speak English as an additional language and those who have special educational needs and/or disabilities, make good progress in their learning from their starting points. Children are developing skills that will help them in the next stage of their learning, including moving on to school. Pre-school children listen carefully to instructions and are confident to join in with discussions. Children express their own ideas. They enjoy counting forwards and backwards and are learning simple addition and subtraction. Children recognise starting sounds and are confident to form letters in their name.

Setting details

Unique reference number	310364
Local authority	Trafford
Inspection number	1090720
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	47
Number of children on roll	61
Name of registered person	Valerie Ann Brookes
Registered person unique reference number	RP901143
Date of previous inspection	26 May 2015
Telephone number	0161 973 5231

Alphabets Private Day Nursery registered in 1994. The nursery employs 20 members of childcare staff. Of these 14 hold appropriate early years qualifications at level 3, one holds level 4 and one holds qualified teacher status. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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