

Alexandra House

20 Crownhill Fort Road, Plymouth, Devon, PL6 5BX



Inspection date

9 August 2017

Previous inspection date

23 August 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- The leadership and management team has made significant improvements to the nursery's practice since the last inspection. It has worked strongly with other early years professionals and as a team to make effective changes that have improved the outcomes for children.
- The managers and staff have a good understanding of how children learn, and provide a welcoming, calm, well-resourced and stimulating learning environment. Children are eager to play and learn indoors and outdoors.
- Staff use clear, regular and accurate assessments to monitor children's progress precisely. Staff use their good understanding of children's development to plan stimulating activities that help all children to make strong progress.
- Children behave well. Staff interact and manage their behaviour positively and meet children's emotional needs well. Children show respect, respond well to simple instructions and show high levels of self-esteem.
- Staff develop strong partnerships with parents, other agencies and early years settings. They work together closely to meet children's care, learning and developmental needs.

It is not yet outstanding because:

- Staff do not take all opportunities to extend fully children's information and communication technology skills.
- Management does not seek more detailed views from parents about the provision, to help it focus more precisely on promoting the best possible outcomes for children.

What the setting needs to do to improve further

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

- provide more opportunities for children to explore and investigate technology, to extend further their individual learning skills and experiences
- enhance self-evaluation processes to include the views of parents, to help focus more sharply on extending practices even further.

Inspection activities

- The inspector observed activities and the impact of teaching on children's learning.
- The inspector held discussions with the managers and staff, and talked with the children.
- The inspector examined a sample of documentation.
- The inspector discussed self-evaluation, and observations of the children's play, learning and progress, and jointly evaluated an activity with the manager.
- The inspector took account of the views of parents and carers by talking to them.

Inspector

Dawn Biggers

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management and staff have a good knowledge of safeguarding procedures. They know what to do if they have concerns about a child's welfare. The management implements a rigorous process to ensure the suitability of all members of staff. Since the last inspection, there has been a change to the management structure and a delegation of staff roles and responsibilities. This has successfully contributed to stronger leadership and management and to establishing a team that works effectively together. For example, team days, structured planning and weekly meetings have embedded a greater culture of support, review, and monitoring of the children's progress. The use of a new assessment system and focus on training and supervision has improved staff practice and understanding of how children learn. This has strengthened the quality of teaching and quickly addressed any gaps in the children's learning. The introduction of a 'buddy system' in the absence of the key person provides better consistency and continuity for children. This has strengthened the liaison with parents about their children's care and progress. The improved organisation and grouping of children provides greater challenges and support for their learning.

Quality of teaching, learning and assessment is good

Staff encourage children to explore and investigate well, for instance, they lift logs to help them to discover mini creatures to hold. Staff model language well and support children's early vocabulary. For example, they describe the children's actions while they make circular marks with the paint and repeat the correct pronunciation of words. Staff use the children's interests well and play music which captures their imagination. For instance, children re-enact scenes from a favourite film and confidently move and spin their body, and express themselves emotionally. Staff provide good challenges for the children and activities build on their learning well. For example, children match and recognise numbers in a game and consolidate this further in a creative activity.

Personal development, behaviour and welfare are good

Children benefit from physical exercise and fresh air. They eagerly explore the space outdoors, engage in imaginative play and take calculated risks on the equipment. For example, they learn to balance on the equipment, show control and skill with the ball and hoops, and explore materials in the mud kitchen. Staff encourage the children to be independent, for instance, children zip their coat up, put on their shoes, and pour their own drink. Children learn about good safety procedures and hold the banister while walking upstairs, and engage in fire evacuation procedures.

Outcomes for children are good

Children gain good skills in preparation for their future learning and for school. They are confident and independent learners. For example, children enthusiastically explore creative play experiences, textures and equipment, and learn to make marks. Children learn to count and solve problems. They are sociable and participate in group activities, where they enjoy singing songs and listen to stories.

Setting details

Unique reference number	EY281026
Local authority	Plymouth
Inspection number	1072767
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 5
Total number of places	48
Number of children on roll	67
Name of registered person	Alexandra House
Registered person unique reference number	RP523923
Date of previous inspection	23 August 2016
Telephone number	01752 781 888

Alexandra House registered in 2004. It operates from purpose-built premises to the north of Plymouth city centre, Devon. The nursery is open from 7.30am to 6pm on Monday to Friday, for 50 weeks a year. There are 23 staff members, 20 of whom hold relevant qualifications at level 3 and above. The nursery is in receipt of funding to offer free early education to two, three and four-year-old children.

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