

Alphabet House Day Nursery

10 Chilwell Road, Beeston, Nottingham, NG9 1EJ



Inspection date

26 September 2017

Previous inspection date

10 June 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The manager is not effective in identifying and addressing the weaknesses in the quality of teaching, which is not consistently good.
- The procedures for assessment and planning are not yet embedded to raise the quality of the experiences and activities that are planned for children. Some plans are not precisely targeted and do not use information about the children's capabilities, to help engage children and challenge them to make the progress of which they are capable.
- Practitioners do not consistently support children's growing understanding of good hygiene routines.
- The learning environment, inside and outdoors, is not rich in stimulating opportunities for children to extend their own learning and creativity.

It has the following strengths

- The new manager and her relatively new team of practitioners have a good commitment to improvement. They have begun to identify weaknesses in their provision and take appropriate action.
- Practitioners build close relationships with the children and their families. Parents say that they are happy with the care their children receive and feel well informed about their children's learning.
- Children learn to behave well. Practitioners are good role models and have a calm approach to behaviour management.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ target coaching, support and guidance for practitioners to raise the quality of teaching to a consistently good level	10/10/2017
■ make accurate assessments of children's learning and use the information obtained to consistently plan suitably challenging and enjoyable activities and experiences for all children, to ensure they make good progress.	10/10/2017

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

- reinforce children's understanding of good hygiene procedures and support them to manage their personal care needs
- enrich the learning environment, inside and outdoors, to encourage children to be highly motivated, curious and creative learners.

Inspection activities

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

Inspector

Susan Riley

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager implements appropriate recruitment procedures to ensure that practitioners are suitable to work with children. Practitioners have a suitable knowledge of child protection matters and know how to report any concerns. Children are supervised well by the practitioners. The setting has received support from the local authority and addressed the weaknesses raised at the last inspection. However, the manager does not always oversee practitioners well, in particular to ensure that they are planning suitably challenging activities for children across all areas. Practitioners have started to attend training. However, this has not yet had an impact on helping to improve children's experiences. The manager has begun to monitor children's development to identify where additional support is needed to help them catch up.

Quality of teaching, learning and assessment requires improvement

Some practitioners plan activities well to target the children's individual next steps in learning. However, some practitioners do not have high enough expectations of what children can achieve and plan activities that lack challenge. There are inconsistencies in the quality of teaching. For example, in the pre-school room, group times are not managed well. In the toddler room, some children roam around aimlessly and practitioners do not always engage them in activities. The environment, inside and outdoors, is not always inviting for children, to stimulate their interest in play and learning. However, practitioners plan sensory activities for babies that stimulate their curiosity and exploration. Older children enjoy role-play activities. Toddlers enjoy looking at books. The nursery has established links with schools to help children make a smooth transition when the time comes for them to move on.

Personal development, behaviour and welfare require improvement

Children settle quickly and feel secure in the nursery. The key persons work with parents to learn about children's individual needs and support their emotional well-being. Children have opportunities to learn about diversity. Practitioners implement effective safety procedures, including regular risk assessments, to support children's welfare. Children learn about the importance of exercise and a healthy diet. For example, they have daily opportunities to play outdoors and they enjoy a range of healthy meals, snacks and drinks. However, practitioners do not consistently help children to develop their awareness of good hygiene practices, such as putting their hand over their mouth when they cough.

Outcomes for children require improvement

Most children are working at typical levels of achievement for their age. However, some children make steady rather than good progress from their starting points and are not achieving to their full potential. Older children are gaining some necessary skills in preparation for school. For example, they learn to play independently. Practitioners have effective ways to support children who speak English as an additional language and their families.

Setting details

Unique reference number	253140
Local authority	Nottinghamshire
Inspection number	1113981
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	40
Number of children on roll	51
Name of registered person	Alphabet House Day Nurseries Limited
Registered person unique reference number	RP522508
Date of previous inspection	10 June 2015
Telephone number	0115 943 6220

Alphabet House Day Nursery registered in 1996. The nursery employs 10 childcare practitioners. Of these, five hold appropriate early years qualifications at level 3 and two hold level 2. The nursery opens from Monday to Friday all year round, except for bank holidays and the week between Christmas and New Year. Sessions run from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

