

The Alphabet House Nursery School

Alphabet School, Windmill Lane, Stratford, LONDON, E15 1PG



Inspection date

16 November 2017

Previous inspection date

19 April 2013

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

Summary of key findings for parents

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

- At times, staff in the toddler room do not respond promptly enough to children's individual care needs to help support children's well-being effectively.
- Leaders have not used systems of self-evaluation effectively to help them identify all areas where they need to improve further.
- Leaders are at an early stage of comparing the progress made by different groups of children. In particular, they are yet to look closely at the progress made by the most disadvantaged children in relation to their peers, to identify and close any emerging gaps in learning effectively.

It has the following strengths

- The quality of teaching throughout the nursery is strong. Staff plan a broad range of activities that keeps children interested and excited to learn.
- Staff model language skilfully for children, and children become confident communicators who are keen to share their ideas and experiences. Children make good progress in their learning and learn skills which prepare them well for the future.
- Leaders offer staff good opportunities to enhance their skills and knowledge. They provide regular professional development and staff report they feel supported and valued as part of a collaborative team.
- Staff offer children a range of healthy and nutritious food and encourage children to be independent and try things for themselves.

What the setting needs to do to improve further

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

Due Date

- | | |
|--|------------|
| ■ ensure that all children's care needs are met promptly to fully support their emotional and physical well-being. | 30/11/2017 |
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To further improve the quality of the early years provision the provider should:

- develop processes for self-evaluation further, to help identify any weaknesses within the setting and target areas for improvement
- continue to build on systems for monitoring the progress made by different groups of children, including children from the most disadvantaged backgrounds, and ensure they achieve their full learning potential.

Inspection activities

- The inspector observed staff teaching practice and children's learning experiences, indoors and outside.
- The inspector spoke to parents to gain their views and experiences of the setting.
- The inspector spoke with children and staff at appropriate times during the inspection and held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of children's learning records, staff observations and planning, and a range of policies and documentation, such as the suitability of staff and the setting's safeguarding procedures.

Inspector

Shana Laffy

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Leaders monitor the ongoing suitability of staff rigorously. All staff have a confident understanding of how to keep children safe and leaders ensure they implement child protection procedures effectively throughout the nursery. Leaders reflect on the service they provide and have successfully met recommendations set at their last inspection. However, they have not accurately identified all breaches of requirements. They have not made sure some staff understand the importance of dealing sensitively and promptly with children's care needs. Leaders value the importance of working with parents and provide opportunities for them to contribute their ideas and take part in children's ongoing learning. Although leaders are comparing the overall progress made by some groups of children, they have not looked accurately enough at how children from disadvantaged backgrounds achieve in preparation for their future.

Quality of teaching, learning and assessment is good

Staff reflect accurately on children's skills and achievements, and plan challenging next steps in each child's learning. Staff have a secure understanding of their key children's current stage of development and make the most of opportunities to extend children's ideas through their play. For example, staff use careful questioning as they join in with a pretend birthday party, while children make cakes from modelling dough. Staff promote children's physical skills well and provide opportunities for them to develop coordination and control. For example, children enjoy lively sessions where they can move in a variety of ways and explore the space with their bodies. Children benefit from opportunities to play inside and outside. For example, children explore sensory materials, such as soil in the garden, and begin to learn about the wider world and how things grow and change.

Personal development, behaviour and welfare require improvement

Children behave well and show kindness and consideration for each other. Staff teach children about taking turns and model this well. Staff follow the children's lead and let them make independent choices. Children are encouraged to take age-appropriate challenges. For example, pre-schoolers help set up for mealtimes and serve their own food and drinks. Overall, the key-person system works well and children form close relationships with their adults. However, some staff in the toddler room are slow to respond to children's intimate care needs and do not always recognise when children need comforting or care. This does not prioritise children's emotional or physical well-being. Nevertheless, staff create a safe environment and minimise potential hazards for children.

Outcomes for children are good

Children are confident and motivated to explore their environment. They join in with familiar songs and play musical instruments with excitement. Older children develop their early writing skills and begin to use problem-solving vocabulary. Younger children explore rice in trays and demonstrate their small-muscle skills as they make different shapes with modelling dough. Children make good progress in their learning and gain many of the skills they need for their next stage of learning or their move to school.

Setting details

Unique reference number	132241
Local authority	Newham
Inspection number	1082981
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	78
Number of children on roll	66
Name of registered person	The Alphabet House Nursery Schools Limited
Registered person unique reference number	RP901724
Date of previous inspection	19 April 2013
Telephone number	020 8519 2023

The Alphabet House Nursery School registered in 1994. The nursery is in the London Borough of Newham. The nursery is open each weekday from 8am to 6pm, all year round. The nursery employs 10 members of staff who work directly with the children, eight of whom hold an appropriate early years qualification at level 2 and above. The nursery receives funding for the provision of free 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.

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