

Alphabet Day Nursery

Alphabet Nursery, Station Road, Peterborough, PE7 2HA



Inspection date

20 December 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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:

- While there are some arrangements to support children who have special educational needs (SEN) and/or disabilities, these are not implemented consistently to help all children to make the best-possible progress in their learning.
- The provider does not consistently support staff to improve their understanding of how to deliver high-quality learning experiences for all children, including those who have SEN and/or disabilities.
- Staff do not plan consistently well to support children's learning and development, particularly in the pre-school room. For example, staff sometimes do not consider children's individual needs or build on their interests when planning activities or when supporting them during activities.

It has the following strengths

- Staff support children's communication and language skills well. They respond to babies' babbles and the initial sounds they make. Staff extend children's language skills as they introduce simple, meaningful words for children to hear.
- Children build secure bonds with staff. They seek out their key person for reassurance when needed and enjoy playing alongside them. Staff are good role models. They are kind, warm and polite. They teach children to be kind to their friends.
- Children independently choose what they want to do and are confident to express their views. They take pride in their achievements. Children enthusiastically show others their completed tasks and welcome praise from staff and others.

What the setting needs to do to improve further

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

	Due Date
■ ensure that the arrangements in place to support those children who have special educational needs and/or disabilities are highly effective and help all children to make the best-possible progress	20/03/2018
■ support staff to develop a greater understanding of how to consistently provide high-quality learning opportunities for all children, including those who have special educational needs and/or disabilities	20/03/2018
■ improve planning in the pre-school room, so that all children experience tailored learning opportunities, taking account of their individual needs and interests.	20/03/2018

Inspection activities

- The inspection was carried out as a result of a risk assessment, following information received by Ofsted about this provider.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with children and staff during the inspection.
- The inspector held a meeting with the nursery management team and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management requires improvement

Staff lack an in-depth understanding of how to support some children who have SEN and/or disabilities. The provider identifies this lack of knowledge and understanding. However, she is not proactive in supporting staff to gain additional knowledge to help them to meet children's specific learning needs. Despite this, staff provide effective interventions where children have complex medical needs. The provider works with other professionals and families and shares detailed information with them where there are concerns about children's development. Safeguarding is effective. Staff understand their responsibilities to keep children safe from harm. They know how to report any concerns they have about children's welfare. The provider reflects on provision and children's progress as a whole. She identifies areas to improve, such as she implements new ideas to raise boys' interest in writing.

Quality of teaching, learning and assessment requires improvement

Staff know the children well and complete detailed assessments of their capabilities. However, some staff in the pre-school room do not plan effectively, taking into account children's interests to meet their specific needs. They do not build on children's interests and increase their level of engagement and concentration in activities enough. For example, they distract children who are deeply involved in an activity to encourage them to tidy away toys. Staff who work with babies and toddlers are more successful in engaging children. They use effective questioning and join in with children's play. For example, in the toddler room, they build on children's imagination as they use dough to make familiar objects. Staff engage babies for prolonged periods given their age. Staff share information with parents about children's development. Parents value this information and comment that it keeps them fully informed about children's progress.

Personal development, behaviour and welfare require improvement

Weaknesses in staff's knowledge of how to support children who have SEN and/or disabilities means that staff are not highly responsive to children's individual needs. However, children enjoy their time in the nursery, playing alongside their friends. Older children follow staff's instructions as they learn to share resources and take turns. Children have regular opportunities to take part in physical activity outdoors. Staff support children to become independent in addressing their self-care needs, such as preparing themselves to go outdoors. Staff support children's good health and provide them with healthy food throughout the day.

Outcomes for children require improvement

Weaknesses in teaching prevent some children from making good enough progress, particularly those children who have SEN and/or disabilities. While children do make progress, gaps in learning are not consistently closing at a quick enough pace to ensure that all children are fully prepared for their eventual move on to school. Despite this, children enjoy taking part in activities and concentrate well in self-chosen activities.

Setting details

Unique reference number	EY497360
Local authority	Cambridgeshire
Inspection number	1119587
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 - 5
Total number of places	56
Number of children on roll	71
Name of registered person	Little Acorn Day Nurseries Ltd
Registered person unique reference number	RP901388
Date of previous inspection	Not applicable
Telephone number	01733350781

Alphabet Day Nursery registered in 2016. The nursery employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday for 51 weeks a year. Sessions are from 7.30am until 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.

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