

The Alphabet House Nursery Schools



Barratts Apartments, Waterside Park, Bramwell Way, LONDON, E16 2GR

Inspection dates

Previous inspection date

9 July 2018

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	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

- Staff carry out regular observations of children's learning and development. Staff use the information they gain to plan effectively for the next steps in children's learning.
- Staff provide children with a wide range of activities that captures their imaginations. Staff provide real-life play resources for children with which to explore. For example, they provide real fruit and vegetable in the role-play shop.
- Parents feel that their children are happy and secure in the environment staff provide.
- Children make good progress in their learning. Staff provide children with achievable tasks to encourage and support their independence skills further.
- The management team works effectively with outside agencies to reflect well on its practice and make improvements to the experiences they offer children.

It is not yet outstanding because:

- Staff's organisation of some sessions, such as group sessions on the carpet area, are not consistently effective. For example, some children become disengaged and distract other children, so all children do not get the most from these learning experience.

What the setting needs to do to improve further

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

- review the organisation of carpet group sessions to enable children to get the most from their learning.

Inspection activities

- The inspector observed learning across the nursery, both indoors and outdoors, and assessed the impact it has on outcomes for children.
- The inspector undertook a joint observation with the manager.
- The inspector looked at documents relating to the suitability of staff and discussed self-evaluation documentation.
- The inspector looked at children's records and documents.
- The inspector talked with parents and staff to gather their views.

Inspectors

Deborah Alabi

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager makes sure that the staff have a good knowledge of safeguarding procedures. She monitors staff's knowledge to ensure that they can identify when a child may be at risk. The manager supports the professional development of staff, for example, through peer observations, appraisals and training. She encourages knowledge sharing, which further enhance staff's practice and skills. For example, as a result of training, staff know how to ensure that ratios are maintained at all times. The manager supports staff's ongoing professional development. For example, targeted training is provided for staff to help enhance their understanding, skills and knowledge.

Quality of teaching, learning and assessment is good

Teaching is of a good standard throughout the setting. For example, staff carry out regular observations of children's learning and development. This information is used well to assess and monitor children's progress and attainment, such as when completing the two-year-old progress check. Development plans are put in place to help ensure children keep achieving according to their age group. For those children identified as having gaps in their progress, staff put plans in place to support them to reach their full potential. Children interact well with each other and with adults. Overall, staff provide parents with sufficient information to give them an awareness of the progress their children are making in their learning and development. Staff provide a well-resourced setting and make good use of resources, such as fresh fruit and vegetables, to enhance children's experiences.

Personal development, behaviour and welfare are good

Staff provide a welcoming environment for children and their parents. Staff take children on regular visits to the local park to enable them to have daily access to fresh air and physical activities. Staff provide a range of opportunities for children to play and skilfully personalise activities to reflect children's individuality and uniqueness. Staff consistently reinforce positive manners with the children and encourage them to use 'please' and 'thank you'. They encourage children to be kind, share and have respect for each other. Children behave well.

Outcomes for children are good

Children are making good progress in their learning from their starting points. Children are confident, independent and self-motivated learners. They have good social skills and are able to play in groups. For example, children enjoy pretending to cook pasta in the home corner, they talk to each other and play cooperatively. Children use good language skills to communicate and excitedly talk about the activities in which they are engaged. They are gaining the skills they need for their future learning.

Setting details

Unique reference number	EY498058
Local authority	Newham
Inspection number	1037913
Type of provision	Full-time provision
Day care type	Childcare – Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	42
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	Not applicable
Telephone number	02038451539

The Alphabet House Nursery Schools registered in 2015. It is one of six nurseries owned by a limited company. The nursery is situated in Pontoon Dock in the London Borough of Newham. The nursery opens Monday to Friday between 8am to 6pm, all year round. There are nine staff who work with the children, all of whom hold relevant qualifications, including one at level 6, two at level 5, one at level 4, three at level 3 and two at level 2. The setting is in receipt of funding for the provision of free early education for children aged two and three years.

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