

Alphabet Tree Childcare Limited

Bernice Hyde Hall, Oxford Road, SIDCUP, Kent DA14 4LW



Inspection date

26 September 2018

Previous inspection date

2 October 2017

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

The provision is good

- Staff gather views of parents and effectively use these to shape the service they provide. Recent suggestions from parents has been to increase the use of photos. Staff now share photos, helping parents to see what children are doing. This helps parents to discuss with children how their day has been. This helps to provide good continuity of care.
- Staff are consistent in their approach to behaviour management. They teach children how to share and to use their words to express their feelings. Children behave well.
- The manager reviews practice in the pre-school well. She evaluates the quality of activities, helping staff to adapt activities to make sure all children are able to participate and learn from them.
- Staff gather key words in children's home language helping them to understand routines and what is happening next. This helps children to learn new words in English supporting their language development.

It is not yet outstanding because:

- Tracking of groups of children is in its infancy. The manager has not identified where children's progress is not as good as other areas of learning, and how to effectively use this information, to rapidly close gaps in children's learning.
- There are not as many opportunities to extend children's understanding of information technology and how things work and why.

What the setting needs to do to improve further

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

- review tracking of groups of children to highlight areas where progress is not as rapid as it could be, to help to inform planning and to narrow gaps in learning
- provide more opportunities to teach children about information technology and how things work.

Inspection activities

- The inspector observed children in the main hall and garden.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.
- The inspector took into account the views of the parents.
- The inspector discussed with the manager how she maintains good practice in the nursery.
- The inspector sampled documents, including safeguarding and children's files.

Inspector

Rebecca Hurst

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff are fully aware of their roles and responsibilities in keeping children safe. They carry out daily safety checks of the building and outside spaces to make sure it is safe for children to play. In addition, they keep up to date with any changes to legislation and are aware of any safeguarding issues within the local areas, with regards to child protection. This all helps to keep children safe. The manager reviews practice in the pre-school, helping to identify any further training needs. Recent training has allowed staff to understand how to support children's mathematical development, inside and outside, helping to progress children's learning.

Quality of teaching, learning and assessment is good

Staff work closely with the parents to identify children's starting points. They effectively use these, alongside children's interests, to plan fun and educational activities. Staff teach children how to make play dough. They learn how to measure out ingredients and are taught about quantities. Staff ask children if they need 'more' or 'less' flour to make their mixture less sticky. Children talk with staff about the feel and texture, describing it as feeling like 'slime'. Children enjoy making bread with the play dough. They mimic what they have seen before as they knead it. This helps to support their imagination and to recall what they have seen.

Personal development, behaviour and welfare are good

Children develop close bonds with staff, helping them to settle quickly, ready to start their learning as soon as they arrive at the pre-school. This helps to support children's self-esteem and confidence in trying new activities. Children thrive as they learn new skills. They learn how to ride bicycles and are able to navigate obstacles well. This supports their physical development well. Children learn how to use resources safely. They are skilled in using scissors during play, for example, they cut up pieces of paper and decorate them to make bunting. Children develop their mathematical skills, for example, as they identify the shapes they have cut as triangles.

Outcomes for children are good

Children are prepared well for the next stage of their learning and subsequent move to school. Children thoroughly enjoy exploring messy activities. They learn what happens when they mix paint together and the different colours they can make. They also learn about capacity and volume. For example, they feel the weight of different bottles of paint to work out, which one is empty and, which one is full. They are skilled in describing the differences helping to enhance their language development.

Setting details

Unique reference number	EY483247
Local authority	Bexley
Inspection number	10077373
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 3
Total number of places	25
Number of children on roll	12
Name of registered person	Alphabet Tree Childcare Limited
Registered person unique reference number	RP907620
Date of previous inspection	2 October 2017
Telephone number	07843 983 028

Alphabet Tree Childcare registered in 2015 and is based in a community hall in Sidcup, Kent. The pre-school is open from 9am until midday Monday, Tuesday, Thursday and Friday, and 12.15pm until 3.15pm on Wednesday, term time only. The pre-school employs three members of staff, all of whom hold appropriate early years qualifications at level 3. The pre-school receives funding to provide free early education for children aged two-, three- and four-years-old.

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