

The Alphabet House Nursery School

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



Inspection date	16 November 2018
Previous inspection date	16 November 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

- The manager is conscientious and passionate about her role. She has high expectations of staff and keenly acts on the advice of others, such as other early years professionals, to help improve practice and children's outcomes. For instance, she has successfully raised quality of practice to good levels following the feedback from the last inspection. Self-evaluation processes are effective.
- Children are happy and confident. Staff are welcoming, caring and responsive. They prioritise children's care, and support their emotional and physical well-being effectively.
- Staff form effective partnerships with parents. For instance, staff communicate with parents regularly and share information and ideas with them, to help support children's development at home.
- Children make good progress and develop the necessary skills for the next steps in learning and for their move to school. They develop particularly good independence skills. For instance, children manage their personal needs well, including serving themselves food and drink carefully at mealtimes, and learn to be responsible.

It is not yet outstanding because:

- At times, staff do not reshape planned activities or follow children's interests and curiosity to build on what they know and extend their learning even further.
- Staff in the pre-school room do not plan some large-group activities well to ensure all experiences fully match the needs and stages of development of all children participating.

What the setting needs to do to improve further

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

- continue to build on staff's teaching skills to help extend children's learning opportunities further
- review the organisation of large-group activities, particularly for older children, and fully match learning experiences to children's individual interests and stages of development.

Inspection activities

- The inspector observed the interactions between staff and children as they engaged together in activities.
- The inspector and the manager undertook a joint observation of a teaching activity.
- The inspector held discussions with the manager and staff during the inspection about children's care and the activities provided for them.
- The inspector took into account the views of the parents and carers spoken to on the day and engaged with children at appropriate times.
- The inspector viewed documentation during the inspection, such as the setting's policies and procedures and children's attendance registers.

Inspector

Anneka Qayyum

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager understands her responsibility to protect children and implements effective policies and procedures to support their welfare. Staff know how to recognise and report any signs that indicate a child may be at risk of harm. The manager monitors the quality of staff's teaching practice effectively and supports staff well to help maintain good outcomes for children. She offers good opportunities for staff to develop their teaching, including training during staff meetings. The manager checks on children's progress effectively to recognise and address any gaps in children's learning swiftly. She and staff communicate effectively with other agencies working with children, to help support consistency in their care and learning experiences.

Quality of teaching, learning and assessment is good

Children play in an inviting, well-organised and stimulating environment. They concentrate well and are keen to join in. Older children enjoy creative activities, such as while pretending to buy things in a shop role-play area. They learn to think of ideas and share them, developing their imaginations well. Staff support children's communication skills effectively, such as while modelling new words for children in context to help develop their language. Staff interact with children, generally, well. For instance, they join in with children's play and demonstrate how to use resources to help them learn to do things themselves. Staff successfully check on what children can do and know their key children well. They make accurate observations of children's abilities and, overall, plan suitably challenging activities to support their good development.

Personal development, behaviour and welfare are good

Children behave well. Staff successfully teach children what their behavioural expectations are, such as through regular reminders, to help children learn what is acceptable. They support children's understanding of healthy lifestyles effectively. Children eat nutritious foods, are active and enjoy using equipment. For example, they use different equipment to climb and move on, such as wooden beams, to help develop their balance and physical skills. Staff regularly assess risks in all areas that children use, to identify and remove any hazards.

Outcomes for children are good

All children make good progress from their starting points and develop skills that support their next stage of learning. Babies babble happily while they play and toddlers learn to use words during rhymes and stories. Older children speak confidently and listen to others well. Children develop good social skills, such as interacting with others kindly and sharing. Older children develop their early reading skills well, such as while retelling stories, and learn to use storybook language.

Setting details

Unique reference number	132241
Local authority	Newham
Inspection number	10079755
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	78
Number of children on roll	50
Name of registered person	The Alphabet House Nursery Schools Limited
Registered person unique reference number	RP901724
Date of previous inspection	16 November 2017
Telephone number	020 8519 2023

The Alphabet House Nursery School registered in 1994 and is in the London Borough of Newham. The nursery is open each weekday from 8am until 6pm, all year round. It employs 14 members of staff who work directly with the children, 13 of whom hold an appropriate early years qualification at level 2 or above. The manager holds a suitable early years qualification at level 6.

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