

Alphabet House Day Nursery

Alphabet Nursery, 86 Newcastle Avenue, WORKSOP, Nottinghamshire
S80 1LA



Inspection date	27 June 2019
Previous inspection date	24 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

This provision is good

- The newly appointed manager is knowledgeable, enthusiastic and continually strives to improve the nursery. She works alongside staff daily and has a good overview of the quality of the nursery. She is supported exceptionally well by a strong and experienced leadership team. They have clear and robust action plans in place to continue to improve the quality of the nursery and maintain the good standards of care and education.
- The well-qualified and experienced team understands how children learn through play. Regular observations and assessments of children's development are used well to plan for children's next steps in learning. Children make good progress from their starting points and they work at typical levels of development for their age.
- Staff provide children with a well-resourced, nurturing and homely environment. There is high emphasis on providing children with real items that they will see at home. For example, soft furnishings and lighting contributes to children feeling relaxed and secure. Consequently, children settle in quickly.
- Parents are fully involved in their children's learning and development. They are regularly updated about their children's daily activities and progress. Newsletters and parent workshops provide parents with ideas on how they can support their child's learning at home.
- On occasions, the routines and child-led play in the younger children's room do not fully capture the attention of all the children, considering their different ages and needs.
- Arrangements for the supervision of staff do not yet provide opportunities for staff to share best practice across the different rooms and learn from each other.

What the setting needs to do to improve further

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

- adapt teaching during routines and child-led play, specifically in the younger age room, to suit the different ages and needs of children to help capture their interest and fully enhance children's learning
- improve the supervision of staff to provide opportunities for them to share best practice across the different rooms and enhance the quality of teaching to outstanding.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager and held discussions with members of staff.
- The inspector held a meeting with the provider, nursery improvement officer and nursery manager. She looked at relevant documentation, including policies, children's learning journals and registers.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector
Carly Polak

Inspection findings

Effectiveness of leadership and management is good

The leadership team is highly qualified and very knowledgeable about early years education. The manager supports staff to continue their professional development. Recent training has helped staff to understand how to adapt their language when speaking to children of different ages and children who speak English as an additional language. The manager evaluates the progress made by different groups of children. She encourages staff to adapt the environment to remedy her findings. For example, a large sandpit has been added to the outdoor space to encourage boys' creative play, specifically their imaginative play. Arrangements for safeguarding are effective. Staff know the procedures to follow should they need to make a referral. They conduct thorough risk assessments to ensure the environment that children play in is safe.

Quality of teaching, learning and assessment is good

Staff plan learning experiences based on children's interests. Pre-school children thoroughly enjoy playing 'shops' with real items. Staff question children effectively and introduce new vocabulary which extends their spoken language development. They make good use of opportunities to incorporate mathematical learning. For example, staff support younger children to count to three before they make splashes in the water. Children eagerly and very excitedly count, 'One, two, three, go'. Older children reliably count 10 teddy bears. They start to understand simple subtraction sums as they count how many bears are left when 'one falls off the bed'. Staff interact well with children. Children play in the sandpit for extended periods of time because staff introduce more ideas to help keep children interested. For example, they encourage children to knock down their sandcastles with different parts of their body.

Personal development, behaviour and welfare are good

Staff form good attachments with children and manage their behaviour well. They offer clear and consistent messages about how they expect children to behave. Children have plenty of fresh air and exercise. They learn about good hygiene and healthy eating habits. Staff help children to learn about the wider world. They provide activities and learn simple words that originate from countries children are visiting on holiday or where they have family living. Children are supported to manage their own personal care routines and needs. Children help themselves to a tissue to wipe their nose. Baby sleep baskets are located around the room and staff encourage very young children to climb into the baskets when they are feeling tired and in need of a rest. Babies start to recognise their own personal needs, which contributes to their health and well-being.

Outcomes for children are good

Children make good progress from their starting points given their individual capabilities. Older children are extremely well prepared for their move on to school. They are independent learners with great social skills. They develop early literacy skills as they draw lines and circles. Children describe their pictures, telling staff they have drawn a family member. Furthermore, staff work closely with other professionals to ensure children with special educational needs and/or disabilities are well prepared for their next stage of learning.

Setting details

Unique reference number	EY350725
Local authority	Nottinghamshire County Council
Inspection number	10073891
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	96
Number of children on roll	70
Name of registered person	Alphabet House Day Nursery (Worksop) Limited
Registered person unique reference number	RP902535
Date of previous inspection	24 March 2016
Telephone number	01909 500074

Alphabet House Day Nursery registered in 2002. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above, including one member of staff who has qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery offers before- and after-school care from 7.30am until 8.30am and from 3pm until 6pm. There is also a holiday club available for older children. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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