

Alphabet Corner

309 London Road, Portsmouth, City Of Portsmouth PO2 9HQ



Inspection date	28 June 2019
Previous inspection date	30 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 quality of teaching is strong across the setting. Staff introduce a broad choice of activities for children of all ages. Children are inquisitive and enthusiastic. They ask questions and investigate the environment. They make good progress in their learning.
- The management team provides numerous opportunities for staff to seek advice and discuss their work responsibilities. Staff are motivated to develop new ideas. They continually introduce resources to create areas which are fresh, bright and appealing to children.
- Staff consistently encourage children to exhibit kind and caring behaviour. They show toddlers how to share toys. They demonstrate strategies which older children can use to resolve disputes. Children display good behaviour in all areas of the nursery.
- Staff help children to build on their communication skills in a range of different ways. They encourage children to discuss different topics throughout the day. Children make observations about the world they live in. They confidently talk about differences between themselves and other people who live in their community.
- The management team delays assigning a key person to children who are new to the nursery. Staff are not consistently able to offer parents and children the highest levels of support during the settling-in process.
- Staff do not make all parents aware of how to access policies. Parents do not always understand the workings of the nursery.

What the setting needs to do to improve further

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

- continue to develop the key-person system to meet the needs of all children at all times, including during the settling-in period
- support all parents to access details of the nursery's policies and procedures to help them keep well informed about the running of the nursery.

Inspection activities

- The inspector spoke to a variety of parents to gauge their views about the nursery.
- The inspector observed an adult-led activity with the manager and they appraised the quality of the teaching.
- The inspector held a leadership meeting with the provider and the manager. They discussed different aspects of the provision.
- The inspector talked to staff about training and about procedures they follow to keep children safe.
- The inspector accessed children's learning documents. She held conversations with staff about progress children are making in their learning.

Inspector

Julie Bruce

Inspection findings

Effectiveness of leadership and management is good

Members of the management team cooperate well with each other. They constantly push forward improvement. For instance, they researched different approaches to teaching children about technology. They now introduce a diverse range of resources. Staff encourage children to experiment with items they have never used before. Children are making increased progress in this area of their learning. Safeguarding is effective. The designated safeguarding lead is fully confident in her role. She continues to develop her awareness of different safeguarding topics. She demonstrates this when she attends regular training and reads various safeguarding information documents. She encourages staff to talk about any areas of child protection they find unclear. All staff have a secure understanding of the procedures they need to follow to protect children from harm. The management team communicates well with staff to identify potential training opportunities. For example, staff recently attended a course that focused on speech development. They frequently support children to extend their use of language. Staff share information with colleagues so that they can maximise learning.

Quality of teaching, learning and assessment is good

Staff collaborate with other professionals who support children in their ongoing development, such as health practitioners. They act on advice about how they can help children meet their next steps in learning. Staff encourage children to display high levels of independence. Children make decisions about how to enhance their own learning. Staff provide plenty of chances for children to explore textures. For instance, staff in the toddler room encourage children to make comparisons between the surfaces of the skins of different vegetables. Children are happy to make suggestions about the items they are touching. There is an initial delay in allocating children with a key person. However, staff establish strong partnerships with parents. They accurately assess children's progress and share observations of learning with parents.

Personal development, behaviour and welfare are good

Staff offer children good guidance to keep their bodies physically healthy. They use innovative means to encourage children to move their bodies in an assortment of ways. For instance, they show children how to clean windows. Children stretch their arms as they reach for the top of the window pane. They vigorously move their arms to remove smears on the glass. Staff celebrate children's achievements when they complete tasks. Children proudly display their work for others to see. Staff offer children good levels of support to use the space around them. For example, they role model how to move stealthily like a lion. Children use their descriptive skills as they talk about the jungle. They use the space appropriately and avoid bumping into friends.

Outcomes for children are good

Children from a diverse array of backgrounds, including those that speak English as an additional language, are well prepared for school. Children in the pre-school room use difficult words correctly in sentences. Others identify words that they recognise in books. Children delight in using their imagination, for example, toddlers pretend to sell items in a pretend local shop. Older children create their own endings for familiar stories.

Setting details

Unique reference number	EY386386
Local authority	Portsmouth
Inspection number	10074196
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	2 - 4
Total number of places	65
Number of children on roll	113
Name of registered person	Anderson & Brett Ltd
Registered person unique reference number	RP528662
Date of previous inspection	30 March 2016
Telephone number	02392 792150

Alphabet Corner nursery was registered under the present owners in 2008. The nursery is open Monday to Friday, from 7.30am until 6pm, for 51 weeks of the year. The manager holds a level 4 childcare qualification and one member of staff is qualified to level 5. Eight members of staff hold an appropriate level 3 qualification and two staff a level 2 early years qualification. The nursery offers early education funding for two-, three- and four-year-old children.

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