

Inspection of Alphabet City Day Nursery

20 Cliddesden Road, Basingstoke, Hampshire RG21 3DT

Inspection date: 6 January 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children benefit from warm and nurturing relationships with their key persons, which leads to them being confident and happy in their environment. Children's emotions are valued, and staff encourage children to talk about how they are feeling. For example, in the pre-school room, staff use 'The Colour Monster' story to support children's emotional literacy. On arrival, children share how they are feeling by selecting the corresponding colour monster, such as yellow for 'happy'. The use of yoga also helps to promote children's well-being and physical development.

Children delight in talking about their families and looking at photos of them on display. The members of the management team pride themselves on working in partnership with parents and refer to themselves as 'The Alphabet Family'. During the COVID-19 pandemic, staff have creatively kept children learning and families engaged by sharing activity packs and sending videos home. Children's behaviour is good. Older children enjoy taking on additional responsibilities, such as helping with snack time. Children wear a sticker to show that they are a helper and they talk with pride about their role.

Staff have high expectations for each child. Children are skilled communicators and make good progress in their language development. This is owed to the staff having a strong focus on developing children's communication skills. The use of language boxes and 'Helicopter Stories' captures children's attention. Children demonstrate high levels of engagement when singing and using sign language. Staff use songs to help children to predict the routine of the day and children become visibly excited when it is time for group time.

What does the early years setting do well and what does it need to do better?

- Staff value each child as a unique individual. They use children's interests to plan educational activities and organise the learning environment. For example, children are taken on an outing to explore the frost and ice after finding an ice puddle in the garden area. Staff and leaders know what they want children to learn. Children enjoy sharing stories, which helps to develop their communication and language.
- Staff gather information from parents when children join the nursery. This helps the staff to know children's starting points and their wider life outside of the nursery. The transition process for new children joining or moving rooms is designed to support children to feel safe and secure. Children settle in quickly and feel confident in their environment.
- Leaders and managers are knowledgeable. They have a clear vision of how they want to develop the nursery further. Staff are provided with ongoing training

opportunities to help them to develop their practice. However, leaders do not always review the impact of training to ensure that staff with delegated roles are confident in their knowledge specific to their roles.

- Parents speak highly of the nursery and feel included in their child's learning. For example, parents are provided strategies to support children's toilet training at home. The staff promote partnership working and provide regular feedback on children's progress to parents.
- Staff plan the environment so that children can freely access activities of their choice, such as play dough, puzzles, construction and role play. Consequently, children are motivated learners who are confident to express their wishes. Children make good progress in their learning and experience quality interactions and a wide range of learning opportunities. However, staff do not always react and provide support and further resources that challenge and extend children's play and learning.
- Babies and younger children form strong attachments to their key person. Staff are knowledgeable and ensure that children are well cared for. When babies are occasionally unsettled, staff respond sensitively with care and warmth to reassure the child.
- Good hygiene measures are in place and children are encouraged to develop independence with their self-care. Young children confidently use the tissue station and mirror to clean their noses and are reminded to wash their hands. Children and adults eat a healthy, nutritious meal together, which makes mealtimes enjoyable and social experiences.
- Managers prioritise staff's well-being and staff report feeling well supported. The low staff turnover and staff's length of service demonstrate their commitment to the nursery. This leads to consistency for the families and children.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident in their safeguarding knowledge and know what to do if they have a concern about a child. Staff understand their responsibilities to keep children safe and are aware of the process to follow if they have a concern about a colleague. Managers ensure that they follow safer recruitment processes and monitor staff's ongoing suitability. There are robust procedures in place to monitor the use of mobile phones in the nursery. Regular risk assessments and monitoring of accidents ensure that risks are managed and children are safe in the environment. Staff teach children how to keep themselves safe, for example by teaching younger children how to crawl backwards down the stairs.

What does the setting need to do to improve?

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

- support staff to use their good knowledge of the children to consistently scaffold, challenge and extend children's learning during activities
- review the impact of training further during staff supervision sessions, to ensure that the knowledge of those with specific lead roles is fully embedded.

Setting details

Unique reference number	EY476734
Local authority	Hampshire
Inspection number	10216538
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	70
Number of children on roll	66
Name of registered person	Alphabet City Day Nursery Ltd
Registered person unique reference number	RP902164
Telephone number	01256 242 490
Date of previous inspection	1 August 2016

Information about this early years setting

Alphabet City Day Nursery registered in 2014 and operates from a converted house in Basingstoke, Hampshire. The nursery is one of two nurseries that are operated by the same provider. The nursery employs 23 members of staff. Of these, 20 hold relevant qualifications at level 3 to level 6. The provider holds early years professional status. The nursery is open from Monday to Friday for 50 weeks of the year. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jade Orosz

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The deputy manager, the manager and the inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation in the garden area.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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