

Inspection of Alphabet House Day Nursery Worksop

86 Newcastle Avenue, Worksop S80 1LA

Inspection date:

15 February 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are compromised because not all staff have a secure knowledge of safeguarding practice and procedures. That said, children are happy and enjoy their time at the nursery. They behave well. Babies respond positively to cuddles they receive from the warm and nurturing staff team. They are provided with appropriate time and support to explore their environment independently. For example, babies safely crawl on the floor to reach and grab hold of wooden balls. They have fun as they 'post' the balls through a hole in a wooden box. Staff praise them for this achievement. Toddlers practise using their small-muscle skills. They take their time to carefully stick glittery snowflakes on paper using glue sticks.

The curriculum is not well implemented or adapted to meet older children's individual learning needs. Therefore, older children miss out on purposeful learning and focused activities to support their continued progress. Not all children are consistently supported to develop good communication skills. For example, when three-year-old children look out of the nursery window, staff speak for the children about what is happening. However, staff do not always encourage these children to engage in conversation and develop their range of vocabulary.

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

- Despite some child protection training and support from the managers, not all staff have a good enough understanding of safeguarding. Some staff are unaware of safeguarding issues, including the 'Prevent' duty guidance and when a child may be at risk of female genital mutilation. This means that gaps in some staff's knowledge put children at potential risk of harm.
- On the day of inspection there was a high ratio of adults to children. Despite this, staff do not implement the curriculum effectively. This is with particular regard to older children. Staff's interactions with children, and the activities they provide, are not always challenging or inspiring. For example, older children enjoy pushing a baby walker around the room. Staff do not recognise this interest to build on their learning further. They do not tailor their interactions and the activities they provide to ensure these children are challenged in their play. Consequently, older children do not make the progress they are capable of.
- Staff make sure that all children understand the importance of caring for the toys they play with. This is well-embedded practice in the nursery. Children new to the nursery quickly learn to put the toys they have been playing with away first, before they get out another toy. Children behave well and are familiar with routines.
- Parents' written comments are positive about the nursery. They state that the nursery staff team is very approachable and supportive.
- Spontaneous activities, such as singing time, support babies' communication and

language development. Babies sit face to face with the staff, who use facial expressions and different tones in their voices to engage with them. The babies watch the staff and attempt to copy their actions. All children show enjoyment. Children turn the pages of a nursery rhyme book and point to the pictures. However, staff do not help older children to engage in conversation about what they want to sing next. This means that older children's communication and language skills are not as well supported as for the younger children.

- Staff provide experiences for children of different ages to socialise and play together, therefore giving children opportunities they may not have elsewhere. This contributes to children's personal development, for example learning to share toys, take turns and develop friendships.
- Children develop their independence skills appropriately. They select toys of their choice. For example, babies crawl to play with shakers. Older children skilfully use tiny spoons to pick up couscous grains and place them in small containers.

Safeguarding

The arrangements for safeguarding are not effective.

Managers do not ensure that all staff have a secure understanding of child protection and safeguarding practice. Some staff do not have a sufficient understanding of the signs that may indicate children are at risk of harm from extremist views and female genital mutilation. This means that children's welfare is not assured. Staff have a suitable understanding of how to report any allegations made against other staff members. Staff supervise children closely. They complete daily risk assessments that ensure that the areas where children play are safe and secure. Managers ensure that staff undergo suitability checks as part of their recruitment process.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that all staff are secure in their knowledge and understanding of a wide range of safeguarding concepts, including the 'Prevent' duty guidance and female genital mutilation	15/03/2022

ensure that the curriculum is carefully planned and tailored to individual children's learning needs and that it supports children's progress towards the next stages in their learning and development.	15/03/2022
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To further improve the quality of the early years provision, the provider should:

- support and enable all staff to understand how to develop and extend children's speaking skills, with particular regard, to older children.

Setting details

Unique reference number	2591576
Local authority	Nottinghamshire County Council
Inspection number	10213240
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 at time of inspection	0 to 3
Total number of places	89
Number of children on roll	94
Name of registered person	Redwood Scholars Schools Ltd
Registered person unique reference number	2591574
Telephone number	01909 500074
Date of previous inspection	Not applicable

Information about this early years setting

Alphabet House Day Nursery registered in 2020 and is located in Worksop, Nottinghamshire. The Nursery follows the Montessori educational philosophy. The nursery opens Monday to Friday, from 07.30 until 6pm, all year round. It closes for one week at Christmas and all public holidays. The nursery employs 11 members of childcare staff. Of these, three hold qualified teacher status, six have an appropriate childcare qualification at level 3 or above, and two are unqualified. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Judith Rayner

Inspection activities

- This was the first routine inspection the provider 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 provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager, the deputy manager and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector completed a joint observation of an activity and evaluated this with the deputy manager.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector took account of the written views of parents on the day of the inspection.
- The inspector spoke with the manager, the deputy manager, staff and children at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, including evidence of staff's qualifications and the suitability of the adults working with the children.

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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