

Inspection of The Alphabet House Nursery School

11 Telegraph Avenue, Ossel Court, London, Greenwich SE10 0TE

Inspection date: 7 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy to attend the nursery. They leave their parents at the gate and come in keen to start their day. Practitioners organise the setting into a welcoming environment, ready for children to play and learn. Children show that they feel secure by confidently exploring the nursery and the activities on offer. Practitioners engage positively with children.

Practitioners have high expectations of children's behaviour. They gently remind children to say 'please' and 'thank you' when needed. Children understand the expectations of the nursery. They follow the 'golden rules' and behave well. Children respect their environment. They look after resources by handling them carefully and tidying away when required. This helps children to develop a sense of responsibility.

Children in all rooms enjoy group time. They participate in the 'hello' song and say 'hello' to each other in all languages spoken by children and practitioners. Children feel included and have a sense of belonging. They talk about how they are feeling today. Babies and toddlers use actions and expressions to talk about feelings. This encourages children to express themselves and develop empathy for each other.

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

- The manager and her team have high overall expectations of what she wants all children to achieve. She is passionate about outcomes for children with special educational needs and/or disabilities (SEND). An inclusive curriculum supports the individual learning needs of children. The management team regularly observes the practice of practitioners and identifies areas for improvement to enhance experiences for children.
- The manager and practitioners make effective use of the early years pupil premium funding. For example, they purchase resources and arrange music and movement sessions to support the needs of disadvantaged children.
- Practitioners plan activities based on the unique needs and interests of the children. They are flexible in their approach to ensure all children are included. Parts of the routine are adapted to make sure children with SEND do not become distressed and all children are able to progress with their learning and development. However, at times, children are not able to become fully engaged in their learning. This becomes apparent when staff tidy away activities before children are ready to finish.
- Practitioners focus strongly on children's language and communication skills. They introduce new words to extend children's vocabulary. For example, while reading a story about dinosaurs, practitioners describe the dinosaurs as 'big', 'huge' and 'enormous'.

- Children are eager to learn and are enthusiastic learners. Staff plan activities with clear learning intentions. However, they do not always provide sufficient challenge for the most able children to extend their learning further.
- Children who speak English as an additional language progress well. Practitioners work in partnership with parents to support them. For example, when children settle, practitioners gather familiar words and phrases in children's home language. Practitioners use these effectively, which enables children to learn English.
- Children are encouraged to be independent. For example, they serve their own food and pour their own drinks at mealtimes. Children are taught how to put on their coats using the 'flip' technique.
- Children have access to an outdoor space and they regularly explore the local area. They go on river walks and visit the local play parks, accessing play equipment. Children exercise their large-muscle skills and learn to take risks. Children are encouraged to care for others in the community. They help to deliver donations from their families to a local food bank.
- Practitioners' well-being is supported effectively by managers. This creates a happy environment that has a positive impact on the care provided for children.
- Parents speak highly of the nursery. They feel listened to, and their feedback is valued. Parents receive a good level of communication and are kept well informed about their children's development. For instance, practitioners post photos and information about the children's time at nursery on the communication app each day.

Safeguarding

The arrangements for safeguarding are effective.

Managers and practitioners have a good knowledge of safeguarding. They are confident to follow procedures and report concerns to keep children safe from harm. This includes whistle-blowing against a colleague. Managers check the practitioners' knowledge and understanding of safeguarding with quizzes and staff meetings. Practitioners carry out risk assessments for the indoor and outdoor environments. They take steps to keep children safe on trips, such as wearing high-visibility vests. The environment is kept safe and clean. This helps to protect children from potential hazards.

What does the setting need to do to improve?

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

- provide more challenge for older children to extend their learning further
- review the organisation of the daily routine to allow enough time for children to become fully engaged in their learning.

Setting details

Unique reference number	2503515
Local authority	Greenwich
Inspection number	10191402
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	1 to 4
Total number of places	77
Number of children on roll	30
Name of registered person	The Alphabet House Nursery Schools Limited
Registered person unique reference number	RP901724
Telephone number	07714410650
Date of previous inspection	Not applicable

Information about this early years setting

The Alphabet House Nursery School registered in 2018 and is located in the London Borough of Greenwich. The nursery is open from 8am to 6pm, Monday to Friday. There are six staff members. Of these, one has a childcare qualification at level 6, two staff members have childcare qualifications at level 3, one staff member has a qualification at level 2 and two are unqualified apprentices. The nursery provides funded early education for children aged two, three and four years. The nursery operates all year around.

Information about this inspection

Inspector

Katie Smith

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.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed how the early years curriculum is implemented.
- The inspector spoke to practitioners at appropriate times during the inspection.
- The inspector spoke to the managers about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and the manager carried out a joint observation of a group activity with the manager.
- Parents shared their views on the setting with the inspector.

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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