

Inspection of Alphabet House

Mayfair, Evesham, Worcestershire WR11 1JJ

Inspection date: 16 June 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children are eager to arrive at the nursery. They receive a warm welcome from the kind, caring and friendly staff, which helps them to feel safe and settled. Children quickly put their belongings away. They follow excellent hygiene practices and know to wash their hands before entering the playroom. Children practise their literacy skills as they find a card with their name written on so that they can self-register.

Staff plan and provide an exciting range of activities for children. Children are motivated to learn. They show high levels of concentration as they work together to transport water across a course of pipes and tubes. Children cooperate with each other to problem-solve when the course collapses so that they can rebuild it. They demonstrate strong communication skills as they use their breadth of vocabulary to talk to each other and share ideas. For example, when the bowl at the end of the course is becoming full, they alert their friends to help them empty it and say that it will 'overflow'.

Staff have high expectations for all children. They encourage children to resolve conflict with their friends when they become upset with them. Children learn how to share and take turns as they role play being hairdressers. At lunchtime, children demonstrate their increasing levels of independence as they confidently open their own lunch boxes and remove food from its packaging to put onto their plates.

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

- The joint managers are extremely passionate and committed to providing children with a top-quality provision. They have devised a well-sequenced curriculum, which provides children with a breadth of experiences across the seven areas of learning and development. The curriculum helps to prepare children well for the next stage in their learning.
- The nursery provides an induction process for new children, which supports them to settle in quickly. Staff observe children during this time, and exchange information with parents, to help them to understand children's individual needs. Managers are responsive to any delays in children's development during this time. They identify gaps in children's learning and work in partnership with parents and other professionals to provide early intervention for children to enable them to reach their potential.
- All children, including those with special educational needs and/or disabilities and those in receipt of additional funding, receive a good quality of education. Staff plan and provide a broad range of interesting activities and experiences that target what children need to learn next. Children remain highly engaged and motivated in their play and learning. However, on some occasions, staff do

not identify opportunities to challenge children to extend their learning even further.

- Children thoroughly enjoy playing in the exciting outdoor area. They practise their physical skills as they learn to use a climbing frame. Children show perseverance as they develop their coordination and balance skills when using a stand-on bike to move around the play area.
- Children's behaviour is impeccable. They form respectful relationships with staff and their peers. Staff remind them daily of the nursery rules at group circle time, and children show an understanding of these.
- Children are supported to learn about, and lead, healthy lifestyles. They know that they must brush their teeth after eating sugary foods, such as cookies. Children are supported to choose from healthy foods they bring for lunch and snack times. Staff act as positive role models to children. They model healthy eating habits as they sit down with children to eat their own lunches.
- Parents are overjoyed with the service that the nursery offers. They say that their children love attending. Parents compliment staff on the information they receive about what their children are learning and how they can support their learning at home. The nursery provides books for children to take home and share with their parents, to further promote their early love for reading.
- Managers are actively involved in the nursery. They spend their time working directly with staff and children. This enables them to provide continuous support to staff and understand any pressures they may face. Managers closely monitor teaching and ensure that staff access continuous training and professional development opportunities to improve their personal effectiveness even further.

Safeguarding

The arrangements for safeguarding are effective.

Managers are committed to keeping children safe. They, and staff, complete regular safeguarding training to keep their knowledge up to date. Staff have a comprehensive understanding of the signs that could indicate a child is at risk of harm. They know what to do to ensure their concerns are reported to the right agencies in a timely manner. Risk assessment is used effectively to provide children with a safe learning environment. Managers follow a rigorous recruitment procedure to check the suitability of staff working with children.

What does the setting need to do to improve?

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

- build on staff's awareness of when to increase challenge for children and extend their learning further.

Setting details

Unique reference number	EY235589
Local authority	Worcestershire
Inspection number	10116464
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	2 to 4
Total number of places	36
Number of children on roll	31
Name of registered person	Helen Nightingale and Tracey Godbold Partnership
Registered person unique reference number	RP520775
Telephone number	01386 423207
Date of previous inspection	10 July 2015

Information about this early years setting

Alphabet House registered in 2002. It is in Evesham, Worcestershire. The nursery opens Monday to Thursday, during term time only. Sessions are from 8.30am until 3pm. There are six members of staff. Of these, five hold appropriate qualifications between level 3 and level 5. The nursery provides funded early education for two-, three-, and four-year-old children.

Information about this inspection

Inspector

Lisa Bennett

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.
- One of the joint managers completed a learning walk with the inspector to share information about how the provision and curriculum are organised.
- One of the joint managers carried out a joint observation with the inspector to evaluate the impact of teaching on children's learning.
- Parents spoke to the inspector and gave their views on the setting.
- The inspector observed the quality of teaching indoors and outdoors to assess the impact of this on children's learning.
- The inspector held a meeting with the joint managers and looked at relevant documentation and evidence of staff's suitability.

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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