

Inspection of The Alphabet House Nursery Schools

Barratts Apartments, Waterside Park, Bramwell Way, LONDON E16 2GR

Inspection date: 13 October 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive happily and are warmly greeted by staff at this well-resourced nursery. Staff promote children's independence skills well. Older children eagerly volunteer for specific roles and responsibilities. For example, they are excited to be chosen as 'helper of the day'. Overall, children behave very well. Staff are wonderful and considerate role models for children. They communicate firm, clear expectations as they interact with children. Children quickly learn the 'golden rules'. They proudly demonstrate their 'walking feet' as a reminder to their peers to move around safely at nursery. Older children maintain their composure when younger children unknowingly dismantle their creations. They respond maturely, saying, 'It is good to share toys.'

Staff provide a variety of enticing activities that build children's good hand-eye coordination and dexterity. For example, children determinedly aim and squirt paint from spray bottles outside. They learn how to make their own modelling dough by following a recipe. Staff promote children's early language and literacy exceptionally well. At every opportunity, staff narrate, describe and label objects and actions for children. They consistently repeat newly introduced alternative vocabulary for words that children learn from listening to stories. Children learn these new words and use them as they respond to staff's questions

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

- The manager has worked hard with her senior leadership team to successfully address all the recommendations and actions raised at the previous inspection. She has acted swiftly to review how she monitors staff practice. This has led to improvements in the overall quality of education.
- The manager and staff consider children's needs and stages of development well. They have thoughtfully reorganised the learning environment. Together, they have rearranged the main room to allow for children's safer movement and free play.
- Staff are excellent role models for children. They provide opportunities for children to self-regulate by breathing calmly and learning to relax. Staff listen to children and sensitively encourage them to express their emotions. Children feel empowered to use their voice. They learn to describe their feelings and emotions very well. For example, children openly share what makes them feel happy and sad during circle times.
- Children develop a strong love of books. They enjoy listening to their favourite stories and confidently recite what happens next. Staff read stories enthusiastically. They pause frequently and allow children to contribute and discuss their own interpretations of what they see and hear.
- Staff lead focused activities with small groups of children. For example, they play

games and other activities to teach children how to count, measure and describe shapes. This helps children to learn early number skills. However, at times, staff do not give children sufficient time to think and learn to solve mathematical problems before providing them with the solutions.

- Children enjoy a wealth of extra-curricular activities. They enjoy a rich set of real-life experiences that help them to learn about the world around them. For example, they visit the temple, construction sites, cable cars, Thames barrier and other places of interest.
- The manager has liaised effectively with the local authority early years special educational needs and/or disabilities coordinator. She has followed their advice closely. Her effective monitoring has ensured that key persons know their individual children's targets. Staff refer to this clearly displayed information as they carry out specific interventions. Staff support children well and ensure that they make good progress.
- Staff stay close and guide children's play. They challenge children to build complex buildings from toy bricks. Children enjoy lots of collaborative play together. Younger children demonstrate a willingness to adapt and test their ideas. However, at times, staff are too quick to intervene and instruct children's free play choices. This limits children's ability to learn to manage appropriate risks as they play.
- Parents describe the nursery as 'a home for their child'. They are happy with the quality of care and daily information they receive regarding their children's progress.
- Staff say that they are very well supported by the manager. They say they have opportunities to complete advanced qualifications and progress in their career.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the signs that suggest a child is at risk of harm or abuse. They know that they must record and report any concerns they have. This includes when children are at risk of radicalisation. All staff know who their relevant local safeguarding partners are and their contact details. They know their whistle-blowing obligations and what they must do in the event of an allegation. The manager ensures that all areas of the nursery premises and children's activities are thoroughly risk assessed. She makes sure that hazards are identified and swiftly addressed.

What does the setting need to do to improve?

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

- allow children to have sufficient time to think and learn to solve mathematical problems before offering solutions

- recognise and allow opportunities for children to learn to manage appropriate risks as they play.

Setting details

Unique reference number	EY498058
Local authority	Newham
Inspection number	10213454
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	2 to 4
Total number of places	42
Number of children on roll	25
Name of registered person	The Alphabet House Nursery Schools Limited
Registered person unique reference number	RP901724
Telephone number	02038451539
Date of previous inspection	13 October 2021

Information about this early years setting

The Alphabet House Nursery Schools registered in 2015. The nursery is situated in Pontoon Dock, in the London Borough of Newham. The nursery opens all year round, from 8am until 6pm, Monday to Friday. There are eight staff who work with the children, four of whom hold relevant early years qualifications at level 3 and above. The manager holds a level 6 qualification. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Olivia Awolola

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation of a group story-time activity.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff.

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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