

Inspection of The Alphabet House Nursery Schools

Alphabet Nursery, Canberra Road, LONDON E6 2RW

Inspection date: 21 March 2023

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	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy attending this welcoming and inclusive nursery. Staff work hard to ensure that children feel safe and secure. Children quickly establish warm and trusting relationships with staff. They are independent and keen to do things for themselves. Children confidently put away their belongings and self-register as they arrive. They find their own coats and attempt their fastenings. Older babies spread their own butter on crackers at snack time. Staff gather detailed information when children first start. This helps children to transition well to nursery life.

Leaders insightfully consider what it is that they want children to learn. They have high expectations for children's independence, language and communication skills. Older children freely share their news and stories, which are listened to by the attentive staff team. This supports children's emotional well-being, as they know their opinions are valued and considered. Children remain focused and motivated in their chosen activities. Babies actively engage in sensory play with sand, water and different textures of bright fabric. Staff encourage children to spend time exploring what they can see, feel and hear.

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

- Children behave well at the nursery. They enjoy talking about their favourite activities as they play with each other. Children listen to staff and follow their instructions. Staff are good role models for children. They communicate high standards of behaviour. Children handle the toys carefully and know they must use their 'walking feet' when moving around the nursery.
- Staff working with babies have a good understanding of younger children's need for free exploration. They extend children's ideas as they develop. For example, babies spontaneously decide to fill rubber gloves with water. Staff make good use of opportunities such as this to promote children's physical development. Children build strong hand-muscle control as staff encourage them to squeeze the water out of gloves.
- Children enjoy eating a range of healthy meal options. Children sit happily together with staff at mealtimes. Staff engage children in discussions about the importance of eating fruits and vegetables. Children develop healthy appetites. They confidently say, 'Vegetables make us strong.'
- Staff expertly promote children's language development. They repeat and emphasise key words for children to master. Staff provide an ongoing commentary of children's actions as they play with them. Babies quickly move from saying single words to speaking in two-word phrases. Older children confidently recall past events using the correct sentence structure.
- Children learn about other religions and festivals. For example, they enjoy activities linked to Holi, Easter, Mother's Day and Chinese New Year. Children

learn about important people in the community and how to care for their teeth, such as from dentists visiting the nursery.

- Older children excitedly participate in science experiments. They learn to predict what might happen as they observe change. For example, children say, 'It's going to burst' as they watch balloons slowly inflate with air from their baking soda mixtures.
- Overall, parents speak positively about the nursery. They say that their children learn good self-help skills. Parents describe staff as friendly caring persons, who promote children's developing language well.
- The nursery's special educational needs coordinator ensures that children have clearly devised individual support plans. She follows advice from external professionals closely. Staff generally use interventions well to interact with children. Nevertheless, not all staff employ the strategies to support children's understanding of transitions in the routine effectively. Therefore, not all children develop the understanding of which they are capable.
- Leaders are committed to continually improving staff's practice and the overall quality and effectiveness of the nursery. They have participated in a successful regional communication project. This has upskilled staff and led to recognisable improvements in the quality of interactions between staff and children. Despite this, leaders occasionally have unrealistic expectations of some staff and their responsibilities. They do not always ensure less-experienced key persons' workloads are manageable enough.

Safeguarding

The arrangements for safeguarding are effective.

All staff complete regular training in child protection. They know the signs to look for and how to report their concerns. Staff follow procedures when recording accidents, including any pre-existing injuries. They are aware of the possible signs which might indicate that a child or their family are vulnerable to extreme views or ideas. The manager ensures that recruitment procedures are robust, and that staff are suitable to work with children. Leaders remain alert to children's developing circumstances at home. They monitor children's attendance and contact parents for explanations for children's absences.

What does the setting need to do to improve?

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

- revisit coaching for staff regarding the use of support strategies, so all children develop the understanding of transitions in the routines
- review the responsibilities of less-experienced key persons, so that their workloads are manageable.

Setting details

Unique reference number	EY281129
Local authority	Newham
Inspection number	10282991
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	1 to 4
Total number of places	47
Number of children on roll	73
Name of registered person	The Alphabet House Nursery Schools Limited
Registered person unique reference number	RP901724
Telephone number	020 8552 0078
Date of previous inspection	2 August 2019

Information about this early years setting

The Alphabet House Nursery Schools registered in 2004 and is situated in East Ham, in the London Borough of Newham. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. It is in receipt of funding for the provision of early years education for children aged three and four years. There are 10 members of staff, six of whom hold relevant early years qualifications at level 3.

Information about this inspection

Inspector

Olivia Awolola

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 staff and has taken this into account in their evaluation of the nursery.
- The senior leader and the inspector completed a learning walk and discussed the early years curriculum and the activities on offer for children.
- The inspector spoke to parents during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation.
- The inspector reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.

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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