

Inspection of Alphabet House Day Nursery

42-44 Attenborough Lane, Chilwell, Nottingham NG9 5JW

Inspection date: 4 July 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 happily enter this bustling and welcoming nursery. They form positive relationships with staff and their peers and are confident in their play. Babies have very good bonds with key staff. They confidently approach them for support and 'check in' with them when they are feeling unsure. Staff help babies to take their first steps and provide an enabling environment in which to do this. They hold babies' hands to help them stand and encourage them to move towards another member of staff. Babies show delight as they achieve a few steps, and staff praise them highly for their success.

Overall, children behave well. They listen to staff from a young age and learn to follow simple instructions. For example, babies know to come to the table when it is time to eat. Children enjoy being outdoors and have free-flow access to the outside space. Older children show good coordination as they climb on frames and race each other on scooters. Toddlers enjoy scooping sand into buckets, and babies skilfully pull themselves up to standing on well-placed equipment under the watchful eyes of staff. This helps to build children's confidence, strengthen their large-muscle skills and promote their good health.

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

- Children with additional needs, along with children with special educational needs and/or disabilities, are very well supported. The staff know these children well and understand how to support their individual needs. They help parents to seek support from outside agencies, such as speech and language and an educational psychologist. A communication group is offered every week, with the support of the local children's centre, to support the children who struggle the most with their speaking skills. Staff are beginning to use the techniques they observe and discuss to help support the children's development further. However, support for children's communication and language is not yet fully effective as some staff forget to build further on children's speech as they play alongside them.
- Overall, the curriculum is well thought out and planned effectively. The staff get to know the children well. Key persons regularly assess children's development and identify appropriate targets for each child. Staff use this information to tailor the learning environment to the individual needs of the children. Most children play between two group rooms, which includes children from a broad range of ages. However, sometimes, children who are less able or confident appear overwhelmed and become distracted by the large range of toys on offer. This leads to less-focused play and learning.
- Generally, children behave well and begin to understand right from wrong. However, there are times when some staff forget to remind children how to

behave with others or challenge them when they are unkind. While they tell them to stop throwing the sand or not to snatch books, they do so without explanation. This means that children do not consistently learn what staff expect of them or how to manage their behaviour.

- Children enjoy using their senses to explore. Older children independently take off their shoes and comment on the 'cold sand' on their feet. Staff help them to recall holidays where they have played in the sand. Toddlers enjoy the feel of play dough as they prod, poke and squish it in their hands. At mealtimes, babies use their hands to eat their cake. They squeeze the cake between their fingers and watch as it falls on the floor.
- The experienced manager works tirelessly to continually improve the provision. Staff say that their well-being and professional development are well supported. Regular supervision meetings are provided to allow time for staff to talk about any issues or concerns they may have. The manager uses this time to talk about the good practice she has observed and shares suggestions for improvement and training. Monthly team meetings take place where all staff come together with the management team to share any recent learning and good practice to help improve the provision.
- Partnerships with parents and other professionals are good. Key persons meet regularly with parents and share information regarding children's progress. They work closely with local schools to ensure a smooth transition for older children. Staff engage the support of outside agencies as required to help aid children's learning further.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff attend regular safeguarding training. Any changes in safeguarding legislation are discussed at team meetings and scenarios are posed to ensure that staff's knowledge is secure. In discussion, staff can explain what would give them cause for concern about a child's welfare and know how to report concerns appropriately. Staff carry out daily risk assessments to ensure that the areas children access are safe and suitable for purpose. Effective recruitment and induction procedures are in place, and ongoing checks of staff's suitability are carried out to ensure that all those working with children are safe and suitable.

What does the setting need to do to improve?

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

- help staff to use a wider range of strategies to support children's communication and language skills even further
- plan more effectively for children's individual needs so that all children can focus and engage in their play, particularly when they are grouped together in broader

age ranges

- enhance staff's knowledge of how to consistently support children when they show inappropriate behaviour, to help children understand what is expected of them.

Setting details

Unique reference number	EY501770
Local authority	Nottinghamshire County Council
Inspection number	10299107
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	0 to 4
Total number of places	68
Number of children on roll	56
Name of registered person	Forest Schools Nurseries Limited
Registered person unique reference number	RP903511
Telephone number	0115 9224204
Date of previous inspection	23 August 2018

Information about this early years setting

Alphabet House Day Nursery registered in 2016 and is situated in Chilwell, Nottinghamshire. The nursery employs 11 members of childcare staff, most of whom hold appropriate early years qualifications at levels 2 or 3. The nursery is open from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 7am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alexandra Brouder

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 the provider and has taken that into account in their evaluation of the nursery.
- The inspector viewed the areas of the nursery and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to them about their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at a sample of key documentation, including 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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