

Inspection of The Alphabet House Nursery Schools

The Alphabet House Nursery, 2 Savage Gardens, Beckton, LONDON E6 5NB

Inspection date: 2 February 2024

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

Friendly staff and the welcoming manager greet children as they arrive at the nursery. Children separate from their carers with ease. Young babies approach staff for cuddles and reassurance. Staff respond with warmth and kindness. As a result, children demonstrate that they feel happy, safe and secure in their care.

Leaders have high expectations for all children and deliver an ambitious curriculum. For example, staff build on children's interests in animals and insects by planning activities that promote children's language, mathematical and physical skills. Staff regularly praise children. This helps to build children's self-esteem. Staff use gentle reminders about behavioural expectations, such as using 'kind hands'. Children listen and follow instructions. As a result, they learn how to behave well. All children make good progress in their learning.

Staff place a high priority on developing children's communication and language skills. Staff speak clearly and repeat new words. Young children babble and practise using single words. Older children progress to talking confidently in sentences and sharing their ideas. Staff use a 'book of the week' to plan interesting activities that motivate children to engage and learn. Consequently, all children show a love for books and stories.

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

- Staff plan a wide range of fun activities and experiences that interest and challenge children. For example, older children learn about different feelings and how to regulate their emotions through breathing techniques. This supports their personal, social and emotional development.
- Children are motivated to explore and investigate, and, overall, they show good levels of curiosity and concentration. However, some parts of the day are not as well organised to ensure that children remain focused and engaged. For example, during group activities, some children find it difficult to maintain their interest, and quieter children, while happy, play alone and are not encouraged to join in.
- Staff support children to be independent in their daily routines. Toddlers become helpers at mealtimes. Older children confidently know how to meet their needs. For example, after water play, they actively seek to change their own clothes when these become wet. This helps them to develop the skills they will need for later life.
- Lunchtime is well organised, and children enjoy hot, nutritious, home-cooked lunches. Children eat independently, serve themselves and often ask 'more please'. They learn how to brush their teeth in the baby room and know what foods keep them healthy.

- Staff know their children well and the way they settle and nurture babies starting nursery is a real strength. They plan the environment with children's interests in mind and the baby room environment is a real highlight, with special cosy areas, sensory resources to enhance exploration, and family photos to make children feel at home.
- Children are polite and use good manners. They show respect and tolerance towards one another. Staff help children to learn about similarities and differences to help them to value their own unique qualities.
- Staff have experience in caring for children with special educational needs and/or disabilities. They understand the importance of working closely with other professionals in education and health to provide a consistent approach to support children's learning.
- Parents speak highly of the staff. They say staff are very warm, friendly and approachable. Parents praise the systems in place for communication and the progress that their children make.
- Leaders have devised effective methods of monitoring and promoting staff well-being, providing additional support where necessary. Leaders conduct regular appraisals with all staff to identify areas of development. Staff have access to various online and face-to-face training opportunities to enhance their knowledge. However, methods of coaching are not yet robust enough to enable staff to independently identify and address areas to improve their practice.
- Leaders are dedicated and passionate about improving outcomes for children and being part of their community. They have a clear vision of the strengths of the setting and what they would like to improve next.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- improve the organisation of group activities to ensure that all children are consistently well supported
- enhance current methods of coaching and mentoring to support staff to identify areas to improve their practice and raise the quality of teaching to a consistently high level.

Setting details

Unique reference number	EY233765
Local authority	Newham
Inspection number	10305054
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	0 to 8
Total number of places	63
Number of children on roll	116
Name of registered person	The Alphabet House Nursery Schools Limited
Registered person unique reference number	RP901724
Telephone number	0207 476 0222
Date of previous inspection	9 February 2018

Information about this early years setting

The Alphabet House Nursery Schools registered in 2002. It operates from the Stroud Pavilion in Beckton, in the London Borough of Newham. The setting opens each weekday from 8am until 6pm, for 51 weeks of the year. The after-school club operates term time from 3.15pm until 6pm, and the holiday playscheme runs from 8am until 6pm during the school holidays. The setting employs 13 members of childcare staff. Of these, eight hold appropriate qualifications at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanna Wilkinson

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 provider.
- Children spoke to/communicated with the inspector during the inspection.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke to several parents during the inspection and took account of their views and reviewed written feedback.
- The inspector carried out a joint observation of group activities with the manager.
- Staff spoke to the inspector during the inspection.

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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