

Inspection of Alphabet House Day Nursery

Gunthorpe Road, Lowdham, Nottinghamshire NG14 7EN

Inspection date: 24 April 2023

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 given choices and their views are valued by staff, helping to create a culture of respect. For example, staff ask children in the pre-school room whether they want to play indoors or outdoors. Children in the baby room are asked to choose soft toys from a song bag to indicate which nursery rhyme they would like to hear to support their early speaking skills. Children show positive relationships with staff. For example, children in the toddler room laugh loudly when they listen to staff read funny stories. They rest their head on a member of staff's knee when they need a moment of calm and reassurance.

Children show that they enjoy the time they spend in the nursery garden. Children in the pre-school room show good balance and coordination when they climb over crates and down wooden ramps. Staff stand close to them to promote their safety and to offer them a helping hand if they need it. Children in the pre-school room are supported by staff to learn how to manage conflicts in their play. For example, when two children play with sand and want to use the same spades and forks, staff ask them what they could do. Children decide to let one child have the equipment for four minutes and then to swap.

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

- Staff support children to broaden their knowledge of different countries around the world, learning skills for the future. For example, staff help children to learn about Wales and the traditions and cultures that are in this country. Pre-school children say that there are lots of castles in Wales and they eat Glamorgan sausages. They talk about daffodils, dragons and leeks being connected to Wales.
- Children with special educational needs and/or disabilities are supported well by the manager and staff. Additional funding is used effectively to provide one-to-one support from staff to meet children's individual needs. Staff work closely with parents and other professionals to put targets in place to support children's learning and development. For example, staff using picture cards to help children to understand the routines in the day, promoting their emotional well-being.
- Overall, the manager helps staff to reflect on their practice well. Staff share knowledge from attending training courses to support children's communication skills. For example, they introduce sign language for children to use alongside their spoken words. However, staff in the baby room do not extend their knowledge of how to support children's large physical skills, which would help to challenge children further in this aspect of their learning.
- The manager and staff have a sequenced approach to supporting children's learning. This includes promoting children's self-care needs. For example, in the

baby room, staff support children to use a spoon to eat. Children in the pre-school room are encouraged and shown how to use a knife and fork to eat.

- Staff plan activities to support children's learning. For example, staff working with toddlers show plenty of expression in their face and voice when they read stories to children. This helps to capture children's attention, helping them to develop a love of books. However, occasionally during planned experiences, the learning intentions for children are not fully supported. For example, when staff want children to learn about the texture of objects they play with, they do not introduce children to this concept in their play.
- The nursery cook offers children a range of healthy cooked meals to promote a healthy diet. Menus are shared with parents to keep them informed about what their children are eating during the day. Staff help children to understand about healthy foods and the impact these have on their bodies. Children say that the vegetables they eat at lunchtime will make them strong.
- Children are supported to understand the rules in the nursery. For example, children in the toddler room understand that when they play musical instruments and staff put their hand up, they need to stop playing. Staff say 'well done' and give children a 'high five' for their achievements, helping to raise their self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

Staff practise fire drills with children, helping them to understand how to evacuate the nursery safely in the event of a fire. Pre-school children understand the procedure to follow and say that they need to go down the stairs and to the car park. Staff supervise children well, for example when they are eating and when they move down stairs. They count children regularly to promote their safety. Staff involve children when they carry out safety checks in the environment. This helps staff and children to identify and minimise any risks. The manager and staff know their responsibilities to safeguard children. They know how to identify and report concerns about children's safety.

What does the setting need to do to improve?

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

- support staff to extend their professional development to help develop their knowledge of how to support children in the baby room to challenge their large physical skills
- support staff to strengthen the delivery of planned activities to include all identified learning intentions for children.

Setting details

Unique reference number	253312
Local authority	Nottinghamshire County Council
Inspection number	10280766
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 4
Total number of places	65
Number of children on roll	89
Name of registered person	Alphabet House Day Nurseries Limited
Registered person unique reference number	RP522508
Telephone number	0115 9664556
Date of previous inspection	14 August 2017

Information about this early years setting

Alphabet House Day Nursery registered in 1991 and is situated in Lowdham, Nottinghamshire. The nursery employs 13 members of childcare staff. Of these, the manager holds an appropriate early years qualification at level 5 and 11 staff hold appropriate qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

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.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed how the manager implements the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents and grandparents shared their views on the nursery with the inspector through discussions and written comments.

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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