

Alphabet House Day Nursery

10 Chilwell Road, Beeston, Nottingham, NG9 1EJ



Inspection date

21 May 2018

Previous inspection date

26 September 2017

| | This inspection: | Good | 2 |
|---|-------------------------|----------------------|----------|
| The quality and standards of the early years provision | | | |
| | Previous inspection: | Requires Improvement | 3 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- The management team and staff have made successful improvements following the last inspection. They have worked together well to reflect effectively on their practice and make the necessary changes to improve the service they provide.
- Staff provide a stimulating environment, indoors and outdoors, with a wealth of opportunities and resources for children's play and exploration.
- Children develop a strong sense of belonging in the nursery. They form trusting relationships with caring and attentive staff.
- Children know what is expected of them. They respect the boundaries they are set and behave well. They are settled and happy and demonstrate a strong sense of self-confidence and emotional security.

It is not yet outstanding because:

- Staff do not yet make the very best use of observations and assessment to support children to make even better progress in their learning.
- Younger children's early communication and language skills are not consistently supported to help them strengthen their speaking, understanding and listening abilities.
- Staff do not always gather sufficient information from parents about the skills and knowledge children already have on entry to the setting, or consistently encourage them to share ongoing information about their children's learning and development at home.

What the setting needs to do to improve further

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

- focus observations and assessments even more precisely to support children to make the best possible progress in their learning
- enhance teaching skills to fully enrich younger children's early communication and language skills to help them further develop their speaking, understanding and listening abilities
- gather more detailed information from parents about their children's learning at home and use this shared knowledge to plan more precise ways to move children further forward in their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the area manager and the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Tina Garner

Inspection findings

Effectiveness of the leadership and management is good

Since the last inspection, achievable targets for improving the nursery have been set and are already being addressed. The new staff team works well together. Staff benefit from regular supervision and appraisal meetings with managers. Regular training and focused staff meetings provide good opportunities for staff to update their professional development. The arrangements for safeguarding are effective. All staff have a thorough understanding of child protection and wider safeguarding issues. They are aware of the local referral procedures to follow if they are concerned about a child's welfare.

Quality of teaching, learning and assessment is good

Staff observe children and carry out regular assessments of their individual learning. Overall, children are provided with an interesting range of activities that engages them well. Children spend their time purposefully. They involve themselves in activities and enjoy moving around the environment freely, making independent choices. Staff support older children to gain strong mathematical knowledge. They help children to recognise shapes, estimate quantity and independently check their answers by counting. Children's self-care skills and personal independence are well promoted. Mealtimes are utilised as a valuable learning opportunity. Staff sit and eat with children and they encourage their social skills, good manners and healthy eating habits. Children learn to pour their own drinks and select their own snacks.

Personal development, behaviour and welfare are good

Children's behaviour is good. Staff give lots of praise to children during activities, supporting their sense of self-esteem. Any challenging behaviour is managed very well by calm and patient staff. The recently refurbished outdoor area provides exciting play opportunities for children of all ages. Toys and resources are arranged well and inspire children's curiosity and independence. Staff play alongside children and effectively model how to use resources. As a result, all children enthusiastically explore and investigate. Older children show high levels of engagement as they play with sand and water. Toddlers enjoy painting, constructing models and use small tools to manipulate play dough. Babies explore cause-and-effect toys and enjoy pushing buttons and lifting flaps.

Outcomes for children are good

Children, including those who speak English as an additional language, progress well from their starting points. Children of all ages are developing skills which help them continue to be active and experimental learners. Older children are well supported to be ready for school. They know how to listen, concentrate and take turns. They quickly develop control in using pens and pencils and enjoy mark-making activities. Babies are developing a strong sense of belonging. Toddlers enjoy using musical instruments while listening to their favourite songs. All children develop self-care skills and a knowledge of how to manage their hygiene effectively. Children gain good skills that prepare them well for their next stages in learning.

Setting details

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| Unique reference number | 253140 |
| Local authority | Nottinghamshire |
| Inspection number | 1115374 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 5 |
| Total number of places | 40 |
| Number of children on roll | 44 |
| Name of registered person | Alphabet House Day Nurseries Limited |
| Registered person unique reference number | RP522508 |
| Date of previous inspection | 26 September 2017 |
| Telephone number | 0115 943 6220 |

Alphabet House Day Nursery registered in 1996. The nursery employs eight childcare staff. Seven staff hold appropriate early years qualifications at levels 2, 3 or 5, including one with qualified teacher status. The nursery opens from Monday to Friday all year round, except for bank holidays and a week at Christmas. Sessions run from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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