

Inspection of Alphabet House Day Nursery

Mansfield Road, Farnsfield, Newark, Nottinghamshire NG22 8HL

Inspection date: 25 May 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 are supported by staff to feel emotionally secure. For example, staff find out about children's interests when they first start attending and provide them with familiar toys to help them settle. Children behave well. Younger toddlers receive specific praise from staff for their achievements, such as when they turn on the tap to wash their hands. This helps children to understand what is expected of them. Children learn how to keep themselves safe. For example, when toddlers climb stairs, they sing songs with staff that reminds them to hold onto the banister. Children say that staff make them happy when they play peekaboo with them.

Staff know the children well. They plan experiences to help them build on their learning. Pre-school children develop their understanding of the initial sounds of words. They are asked by staff to recognise words that begin with the same sound. Children are learning to be independent. For example, older toddlers show their hand-eye coordination when they use jugs to pour and empty water. This helps them to pour their drinks accurately at snack time. Children show a positive attitude to learning. In the baby room, children are supported by staff to explore how to use equipment. They copy staff when they show them how to use paintbrushes to bang on objects to make sounds, being creative.

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

- Overall staff use the curriculum well to support children's communication and language skills. For example, staff name objects that children play with in the baby room, introducing them to simple words. Staff ask pre-school children and older toddlers questions to encourage their thinking skills. However, occasionally during planned group times staff do not encourage children in the toddler and pre-school rooms to take turns in conversations. This means that children are not supported to listen to the views of others.
- Staff work closely with other professionals to support children with special educational needs and/or disabilities. They have targeted plans in place to meet their individual needs. This includes implementing strategies to support children's communication skills.
- The manager works in partnership with parents to identify how to spend additional funding for some children. For example, money is spent to provide additional activities, such as dance lessons. This helps children to develop their confidence in preparation for their move on to school.
- Children enjoy spending time outdoors. Children in the baby room show their physical skills when they begin to climb over wooden ramps in the garden. Staff stay close to them for support and to promote their safety. However, even though the manager and staff want younger toddlers to take and manage risks in their play, they do not provide opportunities for them to do this indoors.

- Staff take the children to the host farm to learn about different animals. They have opportunities to see lambs being born. Parents appreciate the visits their children go on. They say it enables children to follow their interests in animals.
- The manager supports her staff, for example through supervision meetings. Staff have opportunities to extend their professional development. This helps staff in the baby room to develop their knowledge of how to support children's physical skills. For example, they carry out risk assessments to ensure that equipment is safe for children to climb on.
- Staff plan experiences for children to learn about oral hygiene. For example, children have opportunities to learn how to brush their teeth. Staff help children to understand foods that are healthy for their teeth. Children say that water is good for their teeth. The cook offers children a healthy range of foods. However, occasionally at lunchtimes children have to wait for their food to arrive. This results in some children showing negative behaviours.
- Staff have rules and boundaries in place, which contributes to promoting children's positive behaviour. Pre-school children call these 'pre-school promises' and are reinforced during group times. Children understand what these are and tell staff that they need to be kind to others.
- Children are supported to develop a love of books. Older toddlers show an interest in looking at images on the pages and listen to staff read stories. Staff use animation in their voices that helps to capture children's attention.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff understand how to identify the signs and symptoms of abuse. For example, she asks them questions and gives them safeguarding scenarios to discuss at staff meetings. The manager and staff know where to report concerns about children's safety. The manager has a thorough recruitment procedure in place to ensure that staff are suitable in their roles. She checks the ongoing suitability of staff. Most staff have paediatric first-aid training in place. They are allocated appropriately around the nursery to ensure that a child's incident can be dealt with quickly.

What does the setting need to do to improve?

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

- support children to take turns in conversations and to listen to the view of others during group times
- help staff to provide further opportunities for younger toddlers to take and manage risks in their play indoors
- support staff to find ways to avoid children from waiting for their food at lunchtime.

Setting details

Unique reference number	EY437582
Local authority	Nottinghamshire County Council
Inspection number	10264284
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	122
Number of children on roll	126
Name of registered person	Alphabet House Day Nurseries Limited
Registered person unique reference number	RP522508
Telephone number	01623 883114
Date of previous inspection	9 June 2017

Information about this early years setting

Alphabet House Day Nursery registered in 2011 and is situated in Farnsfield, Nottinghamshire. The nursery employs 18 members of childcare staff. Of these, three hold appropriate early years qualifications at level 2, 13 at level 3 and the manager who holds level 5. 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

Inspectors

Hayley Ruane
Sharon Alleary

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

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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