

Inspection of Alphabet Day Nursery

Alphabet Nursery, Station Road, Whittlesey, PETERBOROUGH PE7 2HA

Inspection date: 13 May 2025

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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children are very well settled, happy and engaged in their chosen activities. They show that they feel safe and secure. Children form strong bonds with staff. Babies smile broadly, showing familiarity with their key person and the staff team. Older children seek staff out to share conversations and their discoveries. Children benefit from staff's consistent and respectful approach. They listen and follow instructions. Children build good levels of self-esteem and show consideration and respect towards each other and to staff.

From the start, staff build strong partnership working with parents. They gather information from parents that helps them understand children's routines and what they know and can do. Staff place priority on supporting children's well-being and communication and language skills. They value each child and plan well to support their individual interests and stage of development. Children learn to share and take turns as they play games with staff and when they make play dough. Babies enjoy cuddles as they look at books with staff. They receive lots of encouragement as they explore their mobility, such as when they start to stand and take steps.

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

- Since the last inspection, the management team at the nursery has worked hard to drive improvements. The management team has worked closely with the local authority to deliver significant change, support and training to improve children's experiences. Staff are enthusiastic in their roles, and they are confident to deliver the curriculum.
- Leaders have established a clear curriculum that helps children gain the skills they need for the next stage in their education and for life. There is a strong focus on developing secure relationships with children and their families, and on helping children build good communication and language skills. Staff understand the curriculum aims and deliver it well.
- Parents are very positive about the changes made and say they would recommend the nursery. They say that they feel listened to and that action is taken when needed. Parents say they feel well informed about what their child needs to learn next and how to support ongoing learning at home. This helps to provide children with consistency in their learning and to build on what they know.
- Staff working with children with special educational needs and/or disabilities are well trained. They liaise closely with parents to understand their child's precise needs and support parents to seek help from other professionals. Staff adapt their teaching and the resources on offer to support each child. They implement interventions and regularly review the impact of them and the progress children make.

- The staff work together very well. Staff say that they enjoy their work and that their workload is manageable. They say that they feel supported by the management team. Staff receive regular supervision meetings that help to identify further training and coaching to support their professional development further, as well as recognition for the work they do.
- The management team supports parents to access funding that they may be entitled to, such as early years pupil premium. The team liaises with parents and children's key person to ensure children's specific needs are supported. Some examples include purchasing resources to support specific communication and language skills or games to promote sharing and turn taking.
- Staff talk to children as they play and narrate their actions. This starts with babies and is a key focus to build on as children progress through the nursery. Staff introduce words as children play and frequently read stories and sing songs. Children make links to the stories and what they know. For example, staff working with babies encourage them to find their ears or nose when they see facial images in books. Older children spontaneously sing songs and use words and phrases from familiar stories.
- Staff are focused on how to help all children make the most of their time at the nursery. They know the children well and adapt well. However, sometimes staff do not help children to think more deeply so they develop their knowledge and ideas further.

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:

- help staff build on teaching skills further to support children's deeper thinking skills.

Setting details

Unique reference number	2749735
Local authority	Cambridgeshire
Inspection number	10356055
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 4
Total number of places	63
Number of children on roll	86
Name of registered person	Alphabet Day Nursery School Ltd
Registered person unique reference number	2749733
Telephone number	01733350781
Date of previous inspection	7 June 2024

Information about this early years setting

Alphabet Day Nursery registered in 2023 and is situated in Whittlesey, near Peterborough. The nursery employs 15 members of childcare staff. Of these, 11 hold relevant early years qualifications at level 3 or above. The manager holds early years qualifications at level 6. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides government funded early education for eligible children.

Information about this inspection

Inspector
Gail Warnes

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of a small-group activity.
- The inspector spoke to several parents during the inspection and took account of their views together with written feedback provided.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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