



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 309211

DfES Number: 513991

INSPECTION DETAILS

Inspection Date	15/02/2005
Inspector Name	Susan, Helen Spencer

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Alphabet House Day Nursery
Setting Address	444 Fleetwood Road Fleetwood Lancashire FY7 8AT

REGISTERED PROVIDER DETAILS

Name	Alphabet House Ltd 3147104
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ORGANISATION DETAILS

Name	Alphabet House Ltd
Address	54 Counce Street Blackpool Lancashire FY1 3LJ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Alphabet House Day Nursery is situated in a residential area of Fleetwood close to Flakefleet and Larkholme County Primary Schools. It is registered to provide care for 42 children under 5 years; of these, 26 may be under 3 years, and of these, 10 may be under 2 years.

The nursery building is a detached house with an enclosed outdoor play area covered with rubberised flooring to the rear. There is a separate baby unit on the ground floor. The toddlers occupy a separate area on the ground floor and consists of a main playroom, bathroom/utility room, and quiet room for sleeping/nappy changing. There is a separate self-contained pre-school unit on the first floor. The nursery kitchen is situated on the opposite side of the staircase to the first floor with adjoining staff facilities and office. The ground floor has a large ground floor playroom with smaller playroom and nursery bathroom to the rear. The enclosed garden is directly accessed from the rear of the premises.

The nursery has a fully qualified staff and a cook who prepares the lunch and tea each day.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Alphabet House Day Nursery provides a high quality of nursery education which enables children to make very good progress towards the early learning goals in all areas of learning. Personal, social and emotional development is a strength of the nursery and children settle well into the daily routines. Children are well-behaved and regularly enjoy visits into the local community.

The quality of teaching is very good. Staff have formed a close relationship with the children and they are good role-models for them to follow. Staff skilfully develop children's language skills and encourage them to talk about what they are doing. They are given many opportunities to develop early writing skills. Children's mathematical understanding is developing well as they are encouraged to recognise and count numbers. An interesting range of very well-planned activities is provided to promote the educational programme in all areas of learning. However, occasionally there are insufficient 'next step' activities, for more able children and staff do not always group the children appropriately for some activities. Staff assess children's learning against the stepping stones and the early learning goals and use this information to plan what they are to do next. Staff make good use of the resources and ensure that children benefit from a secure, well-organised facility.

The leadership and management of the nursery is very good. The Owner ensures that the needs of both the staff and children are well met. The Officer-in-Charge together with a capable staff team have worked hard to develop an imaginative programme to introduce the children to Early Years Education. They have a collaborative approach to their work.

A very good partnership with parents and carers has been formed, staff share information with the parents which informs them of their children's progress.

What is being done well?

- A stimulating environment is provided for all children to begin their education. A happy family atmosphere has been created by staff, as they are most caring towards the children.
- Children's personal, social and emotional development is given high priority. They are learning to show care and consideration to each other and they are well-behaved. They are forming close relationships with adults and friendships with each other.
- The nursery benefits from both strong management and leadership and they are very committed to the children and staff. Many of the staff have been employed at the nursery for many years and this creates a stable environment for the children.

- Communication, language and literacy is very good. Children talk confidently in a variety of situations and their writing skills are well-developed.
- The programme for knowledge and understanding of the world is outstanding, as children develop an awareness of the world in which they live. Staff confidently take the children on visits into the community and regularly travel on buses and trams.

What needs to be improved?

- the formal planning to identify clearly 'next step' activities, particularly for more able children to extend children's learning and challenge them appropriately.
- the grouping of children as they participate in activities, for example, board games, and take into consideration their varying stages of development.

What has improved since the last inspection?

Very good progress has been made since the last inspection in addressing the key issues.

Staff have worked hard to develop the planning to include all aspects of the early learning goals. Children now benefit from a balanced programme of activities and a structured approach to their learning.

A formal assessment system has been introduced and implemented. Staff keep a selection of children's work and use this to monitor children's progress. This information is used to inform future planning.

The pre-school children are now grouped in a pre-school room on the first floor. Resources are now accessible to them, and staff have created attractive well-organised areas of learning. Sometimes insufficient attention is given to their varying stages of development as they participate in some of the activities. Children benefit from weekly visits from a Professional Musician and from a Dance Teacher. A structured approach has been developed to promote their physical development.

Children at each session are now able to easily access resources for mathematics and literacy. A balanced programme of activities ensures that children are developing well their early writing skills and mathematical understanding.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are beginning to form friendships and a caring family atmosphere prevails. Children are well-behaved and are interested and motivated to learn. They listen attentively and enjoy the story-time. Children show independence by choosing some activities themselves and working well on their own, as for example they develop their writing skills. They are encouraged to take turns and share, as they play a game of number lotto.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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All children are encouraged to recognise their name as they find their place at the table. Children clearly enjoy books, and they tell the story of 'The Sleeping Beauty', and use puppets to promote further understanding. Staff place great emphasis on spontaneous opportunities which encourage all children to develop their language and communication skills. Children's writing skills are very well-developed.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count confidently the number of children present as they take the register. Most recognise numbers up to ten. They enjoy participating in a counting song which encourages them to understand subtraction, as they sing 'Five Currant Buns'. Children confidently recognise shape and some recognise a hexagon and semi-circles. They make simple charts and record their heights. Children learn how to measure, as they pour milk into a baby's bottle. Some children are beginning to write numbers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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All children enjoy participating in a simple scientific discovery activity, as they observe white flowers placed in coloured water. There are photographs of the children as they make a visit to a 'Shoe Shop' and travel home on a tram. Children are developing their confidence and skills in the use of information technology, as they are encouraged to use a computer. They enjoy celebrating Chinese New Year and they happily recall the event. Children make and recognise the flags of other countries.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children understand the importance of keeping healthy as they talk about healthy foods and enjoy their lunch and tea. Children's manipulative skills with felt tips, pencils and paint-brushes are well-developed. All children enjoy making 'Valentine' biscuits and confidently roll the biscuit dough and use a heart-shaped cutter. Their climbing and balancing skills are good, as they climb the stairs to the pre-school room. Staff give caring support to the children as they participate.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children skilfully use a range of materials and work in two and three dimensions as they make a 'Chinese Dragon' and enjoy a 'Dragon Dance'. They know a lot of songs by heart and sing tunefully 'Oats and Beans and Barley Grow'. Children participate in planned musical experiences, as they explore sound. Although the children are given many opportunities to develop their creative skills and their work is displayed beautifully in the nursery.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improve the following:
- continue to develop the formal planning to identify clearly 'next step' activities, particularly for the more able children
- ensure that the grouping of children for activities takes into consideration their varying stages of development.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.