

Alphabet Day Nursery

Alphabet Nursery, Station Road, Peterborough PE7 2HA



Inspection date	18 October 2018
Previous inspection date	20 December 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

The provision is good

- Leaders have taken prompt and decisive action to address the concerns raised at the last inspection. They have taken guidance from the local authority and other professionals. They have implemented an effective action plan to raise the quality of care and learning for all children. Staff have received training to raise their knowledge and skills, particularly with regard to supporting children who have special educational needs and/or disabilities.
- Staff know children well. They plan appropriate and stimulating activities to engage children in purposeful play, which supports their individual stage of development and their emerging interests. All children make good progress.
- Staff establish effective partnerships with other professionals. This helps to ensure children benefit from consistency in their care and learning.
- Staff working with babies provide a warm and nurturing environment. Staff are attentive and responsive to babies' needs. They encourage children to explore and be active as well as ensure they have the rest they need.
- Children establish strong bonds with staff. They listen to staff and demonstrate they feel safe and secure in their care. For instance, children are confident to seek cuddles when they feel upset.

It is not yet outstanding because:

- Although staff work well in partnership with parents, this is not consistent to ensure all parents know their child's next steps in learning and how to support their child's ongoing progress at home.
- Occasionally, staff working with children in the pre-school room tend to lead play and do not consistently provide children with opportunities to help them to be creative and develop their own ideas.

What the setting needs to do to improve further

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

- ensure all parents know what their child needs to do next in learning and how they may support their child's ongoing progress at home
- give children in the pre-school room more opportunities to be creative and develop their own ideas.

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 nursery manager and the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Gail Warnes

Inspection findings

Effectiveness of leadership and management is good

The provider has worked closely with the manager to improve the quality of practice so that all children can achieve their best potential. All staff receive regular supervisory meetings with the manager, which are focused on providing staff with the skills and training they need to drive improvements in practice. The manager gathers the views of parents, staff and other professionals to help her to identify strengths in practice and areas to improve. She analyses the progress children make, both for the individual child and for the different groups of children that attend. This has helped to inform planning, for example, to provide more opportunities for older children to develop early writing skills. Safeguarding is effective. Staff confidently fulfil their role to protect children from harm. They know what to do should they have a concern about a child's welfare.

Quality of teaching, learning and assessment is good

Staff observe children as they play and accurately assess the progress they make. Children make good progress in communication and language development. Staff talk to children, introducing new words and phrases to support their growing vocabulary. Staff working with babies warmly repeat their babbles and name objects to help to support their understanding. Toddlers enthusiastically join in with songs and rhymes. They particularly enjoy action songs, such as 'sleeping bunnies'. Children sculpt and mould play dough, creating birthday cakes and adding pasta candles for their friends. Staff provide good opportunities for children to develop early writing skills. Children write their shopping lists when they play shops, and toddlers create marks on the path with brushes and water.

Personal development, behaviour and welfare are good

Staff implement the provider's policies and procedures well to promote children's health, safety and welfare. They quickly clear up spillages when babies explore dry cereals. They explain to toddlers that they may fall and injure themselves if they climb on furniture. Children behave well. Staff are good role models who praise children's efforts and achievements. This helps children to develop good levels of self-esteem. Staff ensure children have daily opportunities to play outside, and the nursery chef prepares a range of nutritious meals each day. Children learn about the local and wider community. For instance, they enjoy autumnal walks into the local community. They explore festivals, such as Diwali, Chinese New Year and Easter.

Outcomes for children are good

All children make good progress given their starting points and capabilities. They gain key skills and positive attitudes to support the next stage in their learning and the eventual move to school. Children are confident and active learners. Babies have good opportunities to develop their physical skills. They have space to crawl, stand and walk. Children learn to share and take turns. Older children learn to negotiate and build friendships, showing respect for each other. Children learn good hygiene routines and are keen to help to tidy the toys and resources.

Setting details

Unique reference number	EY497360
Local authority	Cambridgeshire
Inspection number	10079693
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	72
Number of children on roll	52
Name of registered person	Little Acorn Day Nurseries Ltd
Registered person unique reference number	RP901388
Date of previous inspection	20 December 2017
Telephone number	01733350781

Alphabet Day Nursery registered in 2016. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round, except for bank holidays and for one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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