

Alphabets @ Frankly Plus

Frankly Plus Childrens Centre, New Street, Rubery, Rednal, Birmingham, B45 0EU



Inspection date

26 September 2017

Previous inspection date

29 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children are very happy and secure in the warm, welcoming environment. Staff obtain valuable information about each child's needs and interests before they start. They meet these extremely well and place the highest priority on children's well-being. Children behave very well and form close bonds with staff.
- Staff welcome parents into the nursery. They provide them with a great deal of beneficial advice to help them access services they may need to obtain additional support for their children and families. Staff guide parents expertly in how to support their children's learning at home and involve them in nursery activities.
- Staff use their astute observations of children to assess their progress accurately and to help them plan the next steps in their learning. They establish precise starting points for each child. Children make good progress and are well prepared for the next stages in their learning.
- The manager and staff work very effectively with many other professionals to support all children and their families. Staff reflect well on the provision and make continuous improvements to develop children's learning experiences. Staff are well motivated to provide good-quality care and learning for all children.
- Children are busy and engaged in the exciting activities. They gain confidence and good self-esteem with the help of frequent praise from staff for their achievements and ideas.

It is not yet outstanding because:

- Some staff are not fully consistent in delivering good-quality teaching throughout all daily activities to support children's play as effectively as possible.

What the setting needs to do to improve further

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

- support staff to develop their good quality of teaching even further to achieve more consistency in their practice.

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 acting manager.
- The inspector held a meeting with the acting manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and considered their views.

Inspector

Catherine Sharkey

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers have in-depth knowledge and experience of how to keep children safe. They share information with other relevant professionals to help them achieve a high level of protection for children. Staff implement rigorous procedures for the collection of children. They gather valuable information about children's health and welfare from parents and other professionals, and maintain detailed records. Managers support staff well in their professional development. They monitor staff practice well and identify where improvements can be made. Managers and staff monitor all children's progress very effectively and work as a strong team to help narrow any gaps in learning quickly. Self-evaluation is effective and includes the views of parents and children.

Quality of teaching, learning and assessment is good

Staff motivate parents to become involved in children's learning. For example, they suggest activities parents can do with their children at home, such as making cakes, which they are all very enthusiastic about. They suggest parents let children measure and count the ingredients to help extend their mathematical development. Staff demonstrate good practice, for example, they show children how to attach plastic straws to connecting pieces. They help children to do this and then let them try it for themselves. This helps children to develop their small-muscle skills and concentration well. Staff often interact well in children's play and extend their language, thinking skills and imagination. For example, they ask if the dinosaur is tired when children tuck them up in a makeshift bed. Children say they are tired too, and talk about their bedtimes and their families.

Personal development, behaviour and welfare are good

Staff help children to settle quickly. They reassure parents, who are able to stay in the building until they are happy that their child is secure in the new environment. Staff plan the layout of the room so that children can access all the toys and resources easily. Children set the table at mealtimes. They give out plates and cups to each child, and pour their milk or water. This helps children to gain independence and work out how many of each item they need. Staff are very positive in their management of children's behaviour. For example, they praise children who are reluctant to sit at the table for snack time when they return to the table and sit for a few minutes at a time. They teach children the names of the fruit, help them to cut it and teach them which foods are healthy.

Outcomes for children are good

Children show great excitement as they explore all the activities and toys. For example, they move their bodies as they bang hanging dustbin lids and metal bowls outdoors. They use large wooden beaters and then decide to use plastic straws to produce a different sound. They turn knobs on large containers to allow flour to flow into bowls. Children mix this intently and enjoy the feel of it on their hands. Children gain social skills as they play with their friends. They learn to concentrate well and spend increasing amounts of time at each activity. Children develop their physical skills well through a wide range of activities and equipment. They draw and make marks with chinks, pens and crayons.

Setting details

Unique reference number	EY339956
Local authority	Birmingham
Inspection number	1102055
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	2 - 2
Total number of places	54
Number of children on roll	22
Name of registered person	Longbridge Childcare Strategy Group
Registered person unique reference number	RP520595
Date of previous inspection	29 May 2014
Telephone number	0121 675 8358

Alphabets @ Frankly Plus registered in 2006. It is one of five childcare settings operated by the Longbridge Childcare Strategy Group. The provider employs six members of childcare staff, one of whom holds an appropriate early years qualification at level 2 and four at level 3. The manager and the assistant manager hold level 6 qualifications. The nursery opens from Monday to Friday, for 50 weeks of the year. Sessions are from 7.45am until 6pm. The nursery provides sessions before and after school during term time. It receives funding to provide free early education for two-year-old children.

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