

Abacus Nursery & Out of School Club Dawley

Inspection report for early years provision

Unique Reference Number	208157
Inspection date	06 November 2007
Inspector	Lesley Jane Bott
Setting Address	Abacus Day Nursery, 10-12 High Street, Dawley, Telford, Shropshire, TF4 2ET
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Registered person	Simon Peter Hawkins
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Abacus Nursery and Out of School Club is located in the town of Dawley in Telford. The nursery is located in the main street.

The nursery serves the local area and is open Monday to Friday from 07.30 to 18.00. There are currently 103 children aged from birth to under eight years attending, of whom 25 are receiving nursery education. Children have access to a paved and grassed, secure area for outdoor play.

There are 12 members of staff who work with the children, nine of whom hold suitable early years qualifications. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health and well-being is promoted well in the setting. Children wash their hands as necessary, for example, after using the toilet or before eating. Children use paper towels which

are disposed of in the bin provided, therefore minimising the risks of spreading germs. Staff talk to the children about healthy practices and individual face cloths are used to wipe children's faces after lunch. Staff adhere to good health and hygiene practices when changing nappies, such as wearing disposable aprons and gloves to prevent the spread of infection. Procedures are in place should a child become unwell and written consent is in place from parents for staff to seek emergency medical advice or treatment. Effective procedures are in place for administering medication and recording of accidents. Parents are kept informed of the setting's policy regarding sick children and exclusion times so that the risk of the infection spreading is minimised. These practices help to ensure that children's good health and well-being is maintained.

Children are well nourished because they are provided with good quality snacks and meals, all of which are healthy, nutritious and freshly prepared on site. Children eat a varied range of fruit and vegetables and heartily tuck into their food. A choice of water or milk is provided to accompany meals and snacks and children are able to independently access drinking water throughout the day. Dietary requirements are discussed with children's parents and alternatives provided if necessary. Older children are encouraged to clear their plates away at the end of lunch to extend their independence. Mealtimes are generally social occasions where children sit together, although staff do not consistently follow the routine and at times older children wander away from the table.

Children take part in physical activity and play outside on a daily basis. They run, jump, hop and have opportunity to play with bats and balls. Older children love their weekly Physical Education (P.E.) session in the large hall where they have the opportunity to exercise in a large space. Inside younger children have opportunity to crawl, toddle and practise walking. They have a range of equipment to climb, slide and crawl through. This helps to develop children's physical development.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in an environment that is safe and secure. The entrance is visually pleasing with an attractive reception area giving parents lots of information on the setting and the staff. Children's rooms are bright and decorated with their art work. There are a good range of resources to support children's play and learning and these are regularly checked to ensure that they are safe for children to use. However, some of the equipment within the pre-school room was in need of cleaning. Comfortable seating is available for staff to sit and hold babies in a relaxed manner whilst giving bottle feeds.

Access to the nursery is monitored through CCTV cameras and parents need to ring a buzzer to gain entry. Risk assessments are regularly undertaken to ensure children are safe at all times. For example, staff complete a risk assessment when opening up the nursery at the beginning of the day. Children learn to keep themselves safe and staff talk to the children about safety, as they remind them not to run around whilst inside. When asked children know that this is because they might fall and hurt themselves. Older children know and understand about road safety to help them develop awareness as they walk back and forth from school. This helps children to take responsibility for their own safety.

Children are safeguarded and protected from harm because staff have a good understanding of the signs and symptoms of abuse and their duty to protect children in their care. They are fully aware of their responsibility to record and report any concerns to the relevant child

protection agencies. The child protection procedure is prominently displayed for parents within the reception area.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The wide range of activities children experience ensures their interest and enjoyment are maintained throughout their time at nursery. Children have lots of fun as they play outside with the balls and balancing equipment. Younger children enjoy 'baked bean' play as staff extend children's understanding of texture. They encourage them to talk about how it feels, some saying it felt cold, soft and orange. All children enjoy their sessions within the sensory room, particularly the babies, looking at the lights and listening to the music. Staff are working with 'Birth to three matters' framework and use this to plan and provide activities to ensure children learn through play. There are clear systems in place to monitor progress and staff allow children to choose activities through pictures. Planning is clear and identifies children's learning. This helps to ensure all children are developing and achieving. Children have independent choice from the toys available to them through the High Scope approach that is used throughout the nursery. There is a mixture of adult-led and child-initiated activities and resources are easily accessible to the children so that they have choice regarding their play.

NURSERY EDUCATION

The quality of teaching and learning is satisfactory and children are making sound progress towards the early learning goals. Staff have a reasonable knowledge and understanding of the Foundation Stage of learning and they plan a varied and interesting range of activities to promote a balanced curriculum. However, activities do not have a clear focus with regards to the stepping stones that children take in order to meet the early learning goals. Learning intentions are not clearly defined for children and therefore staff are unable to organise resources or execute activities effectively. Staff do not always use an effective range of teaching methods to motivate children and therefore they are not always focussed on activities and are unable to resist distractions from others.

Children have the opportunity for independent choice from the toys and resources available to them. They are beginning to recognise their name, through self-registration time and recognising their own individual coat peg. Children are able to write and make marks on paper, card and clip boards as they play in the home corner or writing area. One child happily making a register and ticked children off as they walked past her. Children confidently count in routine and play situations. Most children can count up to 10 meaningfully. For example, counting the children at the table to know how many pencils to get. Children show an awareness of colour as they know and understand their key worker groups and at adult-led focus time recognise whether to go to the red or blue table. They manage information technology well and are able to complete simple programmes with adult support. Children are developing a sound understanding of the wider world as they make use of the environment, enjoy trips to the pet shop to purchase food for the nursery fish. Children participate in physical activities, both indoors and outdoors. The children enjoy their P.E. session once a week in the hall where they are able to recognise the difference in their bodies after exercising. They were very thirsty and all sat to have a drink of water after the session. Children use their imagination in play, for example, when dressing-up or playing with the dolls in the home corner.

Helping children make a positive contribution

The provision is satisfactory.

Staff have a satisfactory awareness of equal opportunities issues to help children learn about the world around them and develop positive attitudes to others. Children are learning about their own customs and festivals, such as Christmas and Fireworks Night. Children's spiritual, moral, social and cultural development is fostered. Resources to promote positive images of culture, disability and gender are supported with a good variety of equipment. Children are beginning to develop a sense of belonging with photographs of the children on sports day and graduation, when they move from nursery to school. They are able to make choices and take decisions themselves as the nursery is based on the High Scope approach of 'plan/do/review'. There are appropriate arrangements in place to ensure that children with learning difficulties and/or disabilities are able to be fully included in the life of the setting and are able to participate in all activities. Staff find out about children's individual needs through discussion with parents and carers and observing children.

The management of children's behaviour is supported by a written policy, however, staff do not always adhere to this procedure and children are not fully aware of what is expected of them. Older children do not always respond well to adults and although good behaviour is praised and encouraged, some children are disruptive to activities.

Staff recognise the importance of working in partnership with parents and carers and have good relationships with them. Parents and carers are encouraged to share what they know about their child and this helps staff to be able to meet children's individual needs with regard to routines for feeding and sleeping. Policies and procedures are displayed in the reception area, together with information and pictures of the staff for parents. Daily boards also indicate to parents the activities their children have taken part in that day, and daily diaries are in place for babies.

The partnership with parents whose children receive nursery education are good. There is long term planning in place together with medium and short term plans. Parents are kept well informed on the Foundation Stage. Staff are revising daily planning at the moment to fall in line with the additional hours for funded children that they are offering each day. Systems are in place to involve parents and carers in their children's education, for example, regular newsletters and parents evenings. Parents can also ask at any time about their children's developmental progress and activities.

Organisation

The organisation is satisfactory.

All staff currently working with children have the required clearances in place to ensure their suitability. There is an appropriate level of qualified staff who work with the children and additional training courses are regularly attended. For example, equal opportunities and infection control. In addition over half of the staff have a current first aid certificate. This helps to broaden children's experiences and contributes to the quality of care provided.

All required documentation for children is in place and all information is accurately recorded. However, the recording of children's arrival and departure times are not always consistently entered on the register. This impacts on children's welfare in the case of an emergency. A record of visitors is maintained and there are appropriate arrangements in place to protect children. A key worker system is used to record children's progress and support for children is good. The

clear routines help children to feel secure and settled. Consequently children are confident and enjoy taking part in the wide range of activities available. Overall children's needs are met.

The leadership and management of children in receipt of funding for nursery education is satisfactory. Recruitment and selection procedures are robust to ensure that staff are suitable and are able to further their professional development if they wish to do so. Adequate arrangements are in place to monitor the strengths and weaknesses of the care provision and the quality of the nursery education. The operational plan includes good information and policies and procedures for the efficient running of the setting.

Improvements since the last inspection

At the last care inspection 15 recommendations were raised, these included making sure that various hazards within the nursery were made safe, updating the child protection policy, and medication records to include parents signatures. The new operational plan now includes all updated and amended policies which are in line with the National Standards. Risk assessments are carried out on a daily basis, electrical sockets are now fitted with covers, fire blankets are wall mounted, and children do not have access to the kitchen or hazards outside. This ensures that children remain safe and secure while at the setting. The recommendations ensuring children's arrival and departure times are accurately recorded and developing effective ways to manage children's behaviour have been carried forward to this inspection.

At the last nursery education inspection three recommendations were raised. These included developing staff's knowledge and understanding of ways to manage behaviour, support and challenge children and develop their opportunity for early writing skills. These have been addressed with staff incorporating writing into all areas within the pre-school room, children use clip boards for shopping lists in the role play area and lists and books next to the computers. Rulers, calculators and different types of writing material is available for the children to access. High scope training has been attended by staff to extend the children in a more child initiated way, allowing them to choose what and who they play with during their free time to enable them to learn effectively.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that daily registers are accurately recorded
- ensure that all resources are adequately maintained
- develop staff's awareness and understanding of policies and procedures to manage children's behaviour. (Also applies to nursery education)

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that staff are clear of learning intentions so that activities are executed effectively and adapted accordingly to provide sufficient challenge.

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