

# Abacus Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	302012
<b>Inspection date</b>	20/04/2009
<b>Inspector</b>	Cynthia Walker
<b>Setting address</b>	38a Parish Ghyll Drive, Ilkley, West Yorkshire, LS29 9PR
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<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Abacus Day Nursery is privately owned and was registered in 2000. The nursery operates from a single storey log cabin with a secure outdoor play area on the outskirts of Ilkley. There are three separate rooms accessible to children which are supported by two covered outdoor areas. The nursery operates from Monday to Friday from 08:00 until 18:00, fifty weeks of the year.

The nursery is registered on the Early Years Register and the compulsory part of the Child Care Register. A maximum of 31 children may attend the nursery at any one time. There are currently 67 children from birth to under eight years on roll, some in part-time places. The nursery currently supports children with learning difficulties and learning disabilities. There are 17 staff who work with the children and six ancillary staff employed at the nursery, of these 14 child care staff hold appropriate early years qualifications. The nursery provides funded early education for three and four year olds.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Children enjoy their time in the nursery and make good progress. The nursery provides effective learning opportunities to meet all the children's needs and efficiently promote their welfare. Staff work well with parents, carers and others to ensure that the needs of all the children are met by valuing each child as a unique individual. There are appropriate systems in place to evaluate the provision for children's welfare, learning and development.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- continue to develop the methods for identifying the children's next steps in learning and review the procedures for identifying future learning within the programme of activities
- review the access to the covered outdoor areas to improve the balance of freely-chosen or child-initiated activities within these areas.

## **The leadership and management of the early years provision**

The provider and staff work as an effective team to provide quality care and education for children. Documentation which is required for the safe and efficient management of the setting is well organised and reflected in practice to promote all aspects of children's needs. There is a robust recruitment and vetting procedure which maintains the suitability of staff and promotes the children's safety. Effective appraisal systems ensure future training is highlighted and the nursery is committed to the professional development of the staff team. Comprehensive procedures to implement risk assessments in the building and on outings ensure

effective actions are taken to manage or eliminate risks. This includes clear evaluation of accident records which are reported on.

Questionnaires are sent home every six months with the children's assessment files to enable the nursery to evaluate the parent's views and their responses include, 'a warm, loving and motivating environment.' The provider has an appropriate understanding of the strengths and weaknesses of the nursery and has identified targets for the future. Observations are now being evaluated to ensure all areas of learning are addressed to enable children to progress. Appropriate action has been taken to address recommendations from the last inspection, for example, a drinking fountain is in place. Staff work with other professionals and parents to effectively share information to ensure individual children get the support they need. All staff have a good understanding of child protection to enable them to effectively safeguard the children in their care.

Parents and carers receive effective information about the nursery in a detailed brochure as their children begin their care. Newsletters every month ensure that information is regularly updated and include activities that children will be involved in. Information about children's progress is shared through the key worker system, daily diaries for three and under and planned sharing of the children's assessment folders every six months. Parents and carers have opportunity to support their children's learning by completing a comment sheet which accompanies library books home and participating in the recent families topic where 20 parents visited the nursery and contributed to activities, for example, playing musical instruments.

## **The quality and standards of the early years provision**

The staff team have a sound knowledge of the learning and development requirements and are confident in helping children to learn appropriately. Regular observations are completed and included in the interesting assessment records that are enhanced by photographs of children's involvement in activities and examples of art work. The information from observations is analysed on a weekly basis by the key workers and linked to the children's learning journey and their future learning is identified. However, although staff have a good understanding of individual children's learning the recording of their next steps for learning lacks some clarity and is not specific. Planning for individual children is recorded in their learning journeys and is not reflected within the focussed activities or identified within the continuous provision. There is a balance of adult and child-led activities which enables children to have an enjoyable and challenging experience. The creative organisation of most areas of the nursery encourages purposeful play and exploration, however, controlled access to the covered outdoor areas has some impact on the children's ability to make independent choices to support their learning.

Staff actively support children's learning and positively interact with children at activities. Whilst reading stories to young children staff reinforce language by repeating simple words and staff enable children to correctly sequence numbers. Children make independent choices about their play and learning and are active in instigating their own learning. Older children create an interesting model which

they explain is a 'fixer, cranker' whilst others use pictures to create smaller vehicles. Children are confident communicators as they negotiate where they are going to attach their model or describe their detailed drawings of a scary monster with sharp teeth or a very interesting bird. Younger children enjoy exploring their senses as they ask for water to mix with the corn flour to make 'gloop' exclaiming that 'it's all sticky' whilst others mix their words and say the cauliflower needs more water. Children under two are very inquisitive and explore a wide range of resources which include a pair of binoculars which they use to peep at staff with. They actively participate in simple songs as they experiment with musical instruments and attempt to match movements to the words of the song.

The nursery is committed to good quality care which actively promotes children's health and well-being. Children enjoy being active as they play outdoors and develop their physical skills as they skilfully manoeuvre the scooters or negotiate space as they run around. Younger children develop their hand-eye co-ordination as they carefully pour water into a variety of containers. Mealtimes are an effective social occasion where discussions with staff encourage children to understand about healthy choices about what they eat. Children explain that they have to re-wash their hands because they forgot to use the soap to get rid of the germs. They are helped to develop an understanding of dangers and how to stay safe as they sit quietly on a bench before going to the outdoor area. Staff value the diversity of individuals by supporting children who have attended with English as an additional language. Children behave well and work co-operatively at activities, such as, construction and sensory play. They have developed positive relationships and flexibility for free flow between age groups supports the children's self esteem.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met