

Abacus Childrens Nurseries LTD

Inspection report for early years provision

Unique reference number	EY309106
Inspection date	16/02/2009
Inspector	Stephanie Graves
Setting address	Balcarres, Southfleet Avenue, Longfield, Kent, DA3 7JG
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Type of setting	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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 Children's Nursery Ltd, Longfield is one of two settings run by Abacus Children's Nurseries Ltd. The setting opened in 2005 and is registered on the Early Years Register and the Childcare Register. It operates from four rooms in a detached building in New Barn, Longfield, Kent. The setting is fully accessible and all children share equal access to an enclosed outdoor play area. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year.

A maximum of 33 children may attend the nursery and out of school provision at any one time. There are currently 40 children aged from 3 months to under 5 years on roll. Children come from the local and wider communities. The nursery currently supports a number of children with learning difficulties and disabilities.

The nursery employs eight staff. All staff, including the provider and manager, are qualified and working towards further qualifications. The nursery provides funded nursery education for three- and four-year-olds.

Overall effectiveness of the early years provision

The overall quality of the provision is good. Children are making good progress in their learning and development and practitioners support their welfare effectively. The group promotes the concept of inclusion reflectively and ensures that the specific needs of every child are met. Self-evaluation is used in several forms to draw out the setting's strengths and any areas for improvement to promote good quality provision. The group's capacity to maintain ongoing improvement is evident through addressing previous recommendations effectively, implementing clear action plans and monitoring practice. The partnerships with parents, other settings and external agencies promote consistency and inclusion for each and every child.

What steps need to be taken to improve provision further?

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

- continue to develop systems for ongoing observational assessment to inform planning for each child's continuing development

The leadership and management of the early years provision

The leadership and management is good. Children learn and develop effectively through the input of practitioners who are well-led and managed and involved in decision making. They are provided with regular training opportunities and clear information about the Early Years Foundation Stage and requirements. The nursery environment and practitioner support enables all children to develop their personal interests and make good progress. The policies, procedures and required records are all in place and provide parents with up-to-date information about the

service provided. The provider clearly understands current requirements and good practice issues and several policies have been updated to reflect these. The strengths and weaknesses of the provision are clearly identified and addressed. Recent improvements include altering opening times to meet the needs of parents and improving free-flow play experiences for children.

All children benefit from the processes in place to ensure inclusion and this is very well promoted during routine activities and general practice. Parents are involved and informed about the care their children receive and feel they clearly enjoy attending the nursery. Children's welfare is promoted through clear safeguarding procedures that ensure they are safe and secure. For instance, the use of risk assessment is effective and daily checks help to reduce any risks at source. Practitioners have a good understanding of the signs and symptoms of abuse and know how to refer concerns and access important guidance. This helps to ensure that children's welfare and safety is promoted at all times.

The quality and standards of the early years provision

Children are progressing well in their learning and development. Experiences are well-planned and practitioners provide activities that promote children's personal interests and abilities. The key person approach helps to ensure children's emotional well-being is well promoted, enabling them to develop a clear sense of belonging. Practitioners interact well with children to engage their interest and encourage them to develop their language and communication skills. A good range of toys, resources and activities are available and accessible to all children and cover all areas of learning. Older children thoroughly enjoy physical activities provided by visiting practitioners. These encourage them to think critically as they are assigned different roles in team games and also helps to promote their physical skills and co-ordination. Babies enjoy adult input as they explore stimulating interactive toys that promote the use of the senses. They respond well to adults who model concepts during role play, for example, as they pretend to speak to siblings on a play phone. They begin to repeat familiar words and sounds as they explore puzzles with animal pictures and happily wave as an adult leaves the room. Children explore size, shape and measure, learn about number concepts and discover how things work through accessible resources. These include ICT opportunities, role play resources and programmable toys. The range of experiences provided enable children to develop the necessary skills for their future learning.

Children communicate confidently with adults and one another. For example, they talk about their favourite activities, which currently include playing with hoops and balls and 'playing mum's and dad's building a new fireplace' in the outdoor play house. Role play helps children develop creativity and represent real life scenarios as they play imaginatively and become independent and confident in their learning. Observational assessment demonstrates children's good progress, although some starting points are not always clearly obtained and the group is currently reviewing the systems for observation and assessment in order to demonstrate children's continual progress more effectively. Parental contributions are included in progress files and clear partnership working between staff and external agencies and others

settings, helps every child to progress well. Planning includes all the early learning goals and the next steps needed for individual children, enabling practitioners to build on their developing abilities.

Children's welfare is promoted effectively. All children are well-supervised and practitioners teach them about personal safety. For example, they take part in physical activities, showing consideration for others as they move around. They are involved in practising the emergency evacuation procedure, learn how to use equipment safely and help to tidy away. This helps them develop an awareness of keeping safe. Children are provided with drinks at all times and a healthy range of meals and snacks, including daily helpings of fresh fruit and vegetables. They learn about healthy eating through discussions and activities that promote their understanding. This includes trying new foods and cultural dishes. All children benefit from the hygiene routines in place. For instance, they wash and dry their hands properly following picture prompts and learn to brush their teeth after eating. Practitioners follow clear hygiene measures during nappy changes and any children with infectious illnesses do not attend. These measures help to prevent the spread of infection.

Children benefit from the procedures in place that safeguard them at all times. For example, all accidents are recorded and logged in order to ensure consistent entries. Medication procedures require prior written parental consent and regular head counts help to account for every child as they move around the setting. Children are well-behaved and positive reinforcement is used to manage their behaviour effectively. Staff are good role models and speak sensitively to children, which helps them learn about good behaviour and promotes their welfare and self-esteem. Children are fully occupied, play co-operatively with others and respond well to regular praise and encouragement. Consequently they are respectful towards staff and one another.

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

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

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

Annex B: the Childcare Register

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

Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration or the last inspection.

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.