

# ABC Childcare

Inspection report for early years provision

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**Unique reference number** EY367012  
**Inspection date** 13/05/2009  
**Inspector** Angela Rowley

**Setting address** Meadowbank Primary School & Nursery Education Centre,  
Formby Avenue, Atherton, Manchester, M46 0HX

**Telephone number** 01942 886111

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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 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

ABC Childcare is one of five provisions run by ABC Pre-school Limited. It opened in 2008 and operates from three main rooms within Meadowbank primary school and children centre which is in Atherton, Greater Manchester. Designated baby and toddler rooms are provided and children aged over three years are integrated with the maintained nursery provision on site. Children have access to enclosed outdoor play areas. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year.

The nursery is registered on the Early Years Register and may provide care for a maximum of 70 children at any one time. There are currently 75 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a small number of children with English as an additional language and also children with learning difficulties and/or disabilities. ABC childcare also offer out of school services and currently care for seven children aged over five to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

There are 12 regular members of staff, over half of whom hold appropriate early years qualifications to at least NVQ level 2. The provider also has a bank of four other staff. The setting 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's welfare is positively promoted and they are happy and settled in the stimulating and well-maintained environment. They are well cared for by consistent and responsive key-workers who meet children's individual needs effectively and provide a good range of continuous learning opportunities. However, some staff's understanding of using systems to assess and plan for children's progress are still developing and consequently children's learning and development overall is satisfactory. In most instances partnerships promote positive outcomes as staff link successfully with parents to provide for children's individual needs and the setting is working effectively with other partners to further enhance the provision. This is a fast developing setting where leadership is continually reflective and clearly focussed on continually making changes which improve outcomes for children.

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

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

- continue to develop ways of working in partnership with parents, involving them in planning for children's learning and developing additional strategies for working with parents for whom English is an additional language
- further develop quality assurance processes across the setting to assess and

track children's progress using the information to monitor the quality of teaching in all areas of learning, and to continue developing the quality of provision for children aged under three.

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

Leadership and management is good. The setting works very effectively in an integrated capacity with the maintained nursery of the attached school. Leaders work closely to monitor the quality and effectiveness of the provision. They have an accurate view of the settings strengths, and areas for improvement are well targeted to bring about specific and the most needed improvements. They plan effectively for change and their capacity to improve is very good. For example, the kitchen servery has already been significantly improved in order to expand the menu's for children, work is underway to enhance the outdoor play areas, and the advisory teacher is working closely with staff which is further developing their skills in observing, assessing and planning for children's learning. Pre-school provision is led by well qualified and experienced practitioners who are successful in their delivery of the Early Years Foundation Stage EYFS. The development of the provision for under three's, however, is less established and as a result there are occasional inconsistencies in practice.

Partnerships are developing well. Successful integrated working impacts positively as the lead teacher support is used constructively to improve the provision and thus outcomes for children. The setting works closely with external agencies to identify and plan in order to meet the needs of children who require additional support. Parents comment positively on the service and are satisfied that their children are happy and respected as individuals. Staff request information about individual children's daily needs and routines and they share information to achieve continuity of care, however, staff find it difficult to overcome communication barriers where parents speak English as an additional language. Systems to involve parents in planning for children's learning are not yet securely in place.

Safeguarding is good. Children are cared for in a well-maintained environment where comprehensive risk assessments are used effectively to minimise hazards to children. Equipment and furnishings are of good quality and kept to a good standard of cleanliness. Systems to ensure children's health and safety are in place, such as registration systems, accident and medication procedures. A wide range of clear and further developing policies ensure a safe and effective operational plan. A number of staff have attended safeguarding training and hold current paediatric first aid certificates thus securely protecting children's welfare. Clear recruitment procedures ensure safe and suitably qualified staff who are experienced in meeting the needs of young children.

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

Practitioners have a good understanding of the EYFS welfare requirements and promote children's welfare effectively. They promote a healthy lifestyle well as they have a current understanding of baby feeding guidance and of providing a range

of healthy foods to promote children's awareness of being healthy. Children access daily outside play and fresh air in the enclosed grounds where they climb confidently, pedal trikes in given space and develop their own challenges with the equipment, such as making a bowling alley down the slide to knock down the skittles which they position at the bottom. Posters are prominently displayed to remind children to 'be neat when you eat' and to 'use a tissue'. Children's awareness of staying safe is increased when they practice emergency evacuations in the setting, take part in 'Safety with Suzie' activities and regularly meet the community police support officers who visit the setting. Relationships are secure which enables children to develop confidence. Many are creative thinkers and play imaginatively in dressing up, singing, dancing and in role play which is supported by some real and meaningful resources. Children's personal and social development is also supported by clear routines. Children tidy up when they hear the 'tidy up' song play. Most practitioners manage children's behaviour positively.

Children are well cared for by nurturing practitioners who operate flexibly to meet each child's needs. For example, when a new child is settling staff swap roles to ensure he is supported by the practitioner with whom he has formed an attachment. Key staff lead others in establishing children's individual needs which ensures the setting provides a sufficiently inclusive environment for all children. The environment is planned very effectively to provide a stimulating continuous learning environment which meets both children's care and learning needs. For example, babies benefit from a separate enclosed area where they sleep undisturbed, and they enjoy regular cuddles with practitioners who are able to sit comfortably on domestic style furniture. Floating fabrics, mobiles and low level mirrors provide stimulation at all levels.

Most practitioners have a developing understanding of the learning and development requirements, though they use their experiences of how children learn well to provide continuous experiential opportunities. Babies explore with interest as they shake bells with purpose and 'dance' to the sound they make. Their exploratory impulses are facilitated by the recent introduction of 'Island time' where children have a focussed session where they are able to explore and investigate a range of natural materials. Most rooms support children's learning in all areas, particularly the preschool unit which forms a free flow, enabling environment, where number lines, alphabet displays, posters and interactive displays are used to enhance children's learning. In mark-making area's babies use chalk or magic water markers, and preschool children draw recognisable shapes and letters using a range of self-chosen media. Promoting numeracy, practitioners count the blocks on the towers babies have built, and pre-school children count along to stories and discuss the 'biggest' number. They use interactive screen to select the correct number of apples and touch-slide them to the tree.

Systems to support individual learning are in the early stages of implementation in some parts of the setting. Well supported by the lead teacher, practitioners make meaningful observations of what children can do. They are beginning to use these observations to plan appropriate next steps in response to individual interests and in order to extend children's learning. Some practitioners have an understanding of matching their observations to stages of progress towards the early learning goals, though this is variable and not yet systematic. Consequently, there are gaps in

planning for some areas of learning for some children and assessment is not yet used to summarise and track the progress they are making.

## 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?	3
The capacity of the provision to maintain continuous improvement.	2

### 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?	2
How well does the setting work in partnership with parents and others?	3
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>	3
<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?	3
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?	3

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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

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