

Abacus Day Nursery

Inspection report for early years provision

Unique reference number

EY244931

Inspection date

15/04/2009

Inspector

Olwen Pulker

Setting address

Ketley Bank Community Centre, Main Road, Ketley Bank,
Telford, Shropshire, TF2 0DH

Telephone number

01952 617295

Email

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

Abacus Day Nursery opened in October 2002. The nursery operates from three rooms within a single storey building, in Ketley Bank, which is a suburb of Telford. The nursery serves the local community and is part of the Neighbourhood Nurseries Initiative.

There are currently 66 children from 10 months to 11-years on roll. This includes 16 children who receives funded nursery education. Children attend for a variety of sessions. The setting supports children with special needs. The group opens five days a week all year round. Sessions are from 07:30 until 17:45.

There are eight staff working with the children, of whom five have early years qualifications and three who are currently working towards a recognised early years qualification. Three staff are studying for an Early Years degree. The setting receives support from a teacher/mentor from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are happy, settled and supported well by staff who have a clear awareness of each child's individual needs. Resources and equipment are mostly in good order. The partnership with parents and other agencies contributes highly to ensuring that children's needs are met, including any additional support that is required. Regular self-evaluation by the provider and staff team ensures that any priorities for future development are identified and acted on, resulting in a service that is responsive to the needs of all of its users.

What steps need to be taken to improve provision further?

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

- ensure that all resources and equipment are well-maintained, clean and suitable for their purpose.

The leadership and management of the early years provision

Children play in a mostly safe, secure environment where staff are caring and attentive and are effective in maintaining a relaxed atmosphere where children happily play and learn. This enables children to be confident, with good self-esteem and able to ask for help when they need it. Good procedures are in place for recruitment, induction, appraisals and training. The commitment of the manager and her staff to attend training ensures that children are cared for by a knowledgeable staff team. There are clear policies and procedures in place to protect children from harm. All staff have undergone the required checks to ensure they are suitable to work with children. The safeguarding policy is understood by

staff members and all are aware of their role in safeguarding children. Risk assessments and accident records are regularly reviewed to ensure the environment and activities both indoors and outdoors remain safe for children. Staff undertake checks on a daily basis to ensure the premises are suitable for the children's use. All staff hold current first aid qualifications and all the required information and consents have been provided by parents.

The setting receives a good level of support from local authority agencies such as qualified teacher support and special needs advisors. Staff act promptly on identifying points for action to enhance the service and improve outcomes for the children. Good relationships are developed with parents and carers who have access to a wide range of written information about the provision and staff also share information verbally. The setting operates an open-door policy and all children and their families are welcome. The provider and manager are motivated, enthusiastic and strive for quality which is evident through ongoing improvement and is integral to the children's learning, development and welfare. Regular monitoring and evaluation of the setting's practices ensures an inclusive environment is provided.

The quality and standards of the early years provision

A good process is in place to ensure assessment, observation and planning for the next steps of learning. Observations are linked into the areas of learning and provide a reliable basis for future planning in order to challenge and stimulate the children. Parents provide information about what their children are able to do and what they know in order for staff to gain a more complete picture of children's achievements and ability to plan for the children's next steps in learning. Staff share information regarding children's learning and development with parents and also with other providers delivering the Early Years Foundation Stage (EYFS) for the children. Therefore, there are suitable systems in place to liaise in order to ensure continuity of learning and care. Staff positively encourage parents to be involved in children's learning through contributing their comments to their children's 'learning journeys'. The nursery also operates a book loaning scheme enabling children to borrow books of their choice to read at home with their parents. Staff encourage parents to discuss about their child on a daily basis, with information posted on the notice boards and computer generated photographs ensuring parents are kept up-to-date with regard to nursery activities. Good information with regard to the Early Years Foundation Stage and photographs of their children at play are displayed throughout the nursery.

The rooms are well organised and allow plenty of space for children to move freely and safely from one activity to another. Furniture, equipment and toys are mostly in good order; however, the covers on some chairs and sleep mats are worn or split, exposing the foam interior. Consequently, these pose a hazard to children's health and safety as they cannot be properly cleaned. Children confidently choose what to play with from the range of activities set out and independently select additional resources to develop their play and ideas. They play together well, respond readily to activities and are keen to engage with staff who praise their efforts and achievements during daily activities. This enables children to extend

their learning in a supportive environment. Staff have a good understanding of effective behaviour management for all age groups within the provision. Children, in the out of school club, are provided with opportunities to draw up rules for acceptable behaviour whilst children in the pre-school are aware of staff's expectations for how they should behave.

Children are gaining confidence and independence throughout the daily routines of the setting. They make choices from the suitable resources available at low-level, help clean the tables before setting them with plates and beakers for snacks and clearing away their left-overs when they finish eating lunch. Children are forming positive relationships with others, taking turns and sharing toys. They enjoy listening to stories read by staff and are keen to recall earlier activities and events which they discuss confidently with staff. There are good opportunities for children to develop their mark making skills and they are making sound progress in forming recognisable letters. Children's numeric skills are developing well as they use numbers for counting during their daily routines. Children explore different textures as they investigate treasure baskets or play with sand and playdough. They experiment with different forms of painting and discover what colours are produced when mixing primary colours together. The setting uses various opportunities to enable children to begin to understand the world around them. They plant seeds and tend the flowers they grow in the flower beds and observe the seasons when walking in nearby woodland. Children take part in several fund raising events during the year to raise money for children's charities and they learn the meaning of different religious festivals and celebrate through a range of art and craft activities.

Children have many opportunities to learn about a healthy lifestyle, for example they regularly take part in physical activities both in the outdoor play area and the large hall. They are beginning to understand the importance of exercise and the effect it has on their bodies. The setting provides children with varied, nutritious snacks, breakfast and cooked lunches. Children learn good personal hygiene; they know to wash their hands to get rid of germs and routinely clean their teeth after lunch.

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
---	-----

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