

# ABC Day Nursery Ltd

Inspection report for early years provision

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**Unique reference number** EY388078  
**Inspection date** 20/07/2009  
**Inspector** Janette Elizabeth Owen

**Setting address** ABC Day Nursery Ltd Hadley, Crescent Road, Telford,  
Shrops, TF1 5NU  
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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 Day Nursery Ltd is one of three nurseries run by ABC Day Nursery Limited. It opened in 2008 and operates from five rooms within the Hadley Learning Community in Hadley, Telford. All areas of the premises are accessible. Children have access to an enclosed outdoor play area. The nursery serves the local and surrounding areas.

A maximum of 115 children may attend the nursery at any one time. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary Childcare Register. There are currently 55 children aged from birth to under five years on roll. The nursery currently supports a number of children with learning difficulties and/or disabilities. The nursery is open each weekday from 07:45 to 18:00 for 51 weeks of the year. Children are able to attend for a variety of sessions.

There is a total of fifteen full-time and part-time members of staff who work with the children. All staff hold appropriate early years qualifications. The setting receives support from the local authority and works in partnership with the Children's Centre.

## Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The nursery is highly effective in ensuring that children make very good progress in their development and learning given their starting points. Robust policies and procedures are effectively implemented by staff, ensuring children's welfare is fully protected. The partnerships with parents and other agencies are exceptionally good ensuring that all children's learning and welfare needs are met. The individual needs of all children are very well respected taking into account variations in their home culture. The practice within the nursery is fully inclusive and outstanding provision is made for children who have specific learning difficulties and/or disabilities. The self-evaluation process is rigorous and results in an exceptionally well managed provision with clear targets for improvement.

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

To further improve the high quality early years provision the registered person should consider:

- develop further arrangements for parents to review their child's progress regularly and to contribute to their child's learning and development record.

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

The leadership and management of the nursery is highly professional and exceedingly committed to the continuous improvement of the provision. The organisation of the nursery is excellent with bright, welcoming rooms extensively well equipped with high quality resources. The staff are well organised to manage the day-to-day running of the provision effectively. They are provided with clear direction and support enabling them to fulfil their roles and responsibilities to a high degree. There is a strong commitment to training and improvement; the professional development of all staff is encouraged and valued. One member of staff holds a BA Honours in Early Childhood Studies and two members of staff are working towards a Foundation Degree in Early Childhood Studies. Consequently, children's welfare, learning and development are promoted very effectively.

Staff are supported and guided in their work by detailed policies and procedures which are rooted in good practice and meet the requirements of the Statutory Framework for the Early Years Foundation Stage. All staff are involved in planning the educational programme and key workers individualise plans to meet the interests and learning and developmental needs of the children they care for. Procedures to ensure children are safeguarded are robust. Clear procedures for managing child protection concerns are implemented by staff with designated roles and responsibilities in place for recording and reporting any concerns. They work effectively with other agencies to protect children. Good recruitment and vetting procedures including induction for new staff ensure that all staff working with children are suitable to do so. Children's safety within the nursery is managed effectively. The premises are safe and secure; children are well supervised by staff who are vigilant about children's safety and are proactive in ensuring children's good health is protected.

The contribution of parents and carers to their child's learning and development is respected. Staff work in partnership with parents to ensure children's individual needs are met. Generally good arrangements are in place to share information between home and nursery. Parents are able to view children's development records and talk to staff on a daily basis about their child. Plans are in place to further develop opportunities for parents to spend time looking at children's Learning Journeys and discussing their child's progress with staff. They are provided with details of the educational programme through discussion, written plans and examples of children's work displayed around the nursery. They are encouraged to support their child's learning and are provided with information on how to do this such as ideas to improve children's communication and language skills. Information is also provided on how to access other events outside the nursery which support learning for example, activity groups such as music sessions. This enables them to play a part in their child's learning.

The nursery works closely in partnership with The Bridge School which provides care for children with severe and complex needs. This enables the nursery to use exemplary practice to support children with learning difficulties and/or disabilities. Very good working arrangements with other professionals and agencies such as

therapists and psychologists support and advise staff to ensure all children have the opportunities to make as much progress as possible given their starting points. Where necessary, additional equipment is provided so that all children can participate in the range of activities provided. Other practitioners from settings children also attend are consulted on children's progress to ensure a consistency in children's care and education is maintained.

The management is proactive in constantly monitoring the provision to ensure the quality remains high. Parents and staff are invited to be part of the process. Parents' questionnaires enable the management to identify areas for improvement and to discuss any specific concerns with parents. The high aspirations of the owner motivate the managers and staff to achieve outstanding outcomes for children. The commitment to improvements, such as the ongoing development of the education programme and the proposed improvements to the outside learning environment, are well targeted to bring about further benefits to all children.

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

Staff use their excellent understanding of the Early Years Foundation Stage (EYFS) to plan and deliver an educational programme which meets the needs of all children attending the nursery. A key worker system enables staff to get to know children well. This means that staff provide a consistently high level of care and ensure learning opportunities are individualised for each child enabling them to make very good progress towards the early learning goals. Learning and development plans are based on children's interests and abilities and additional information and specific targets are recorded on Individual Learning Plans (IEP) for children with learning difficulties and/or disabilities. Staff in all rooms carry out sensitive observations and record the progress children are making through adult-led and child-focused activities. This information is used by staff when developing a range of planned activities which will enable children to make the next steps in their learning. Planning is used in conjunction with information provided by parents on children's interests and abilities. Consequently, children enjoy a range of interesting and challenging experiences across all areas of learning.

Children respond well to the staff and are forming secure and trusting relationships. A strong focus is given to promoting children's independence, self-esteem and understanding of right and wrong. All staff are trained in using appropriate behaviour management strategies and children learn codes of behaviour which are used consistently by staff to help child to develop good dispositions and attitudes towards learning such as following the Golden Rules and having their achievements and good behaviour acknowledged.

Children throughout the nursery are happy and settled. They enjoy participating in the activities offered. They use a wealth of good quality resources in their play which are safe and suitable. The outside area is very well utilised for activities enabling children to be physically active, get regular fresh air and develop and practise skills such as climbing, balancing and using wheeled toys. Many activities take place outdoors enabling children to explore and investigate their environment, to grow and tend plants and to observe living creatures. Children's knowledge and

understanding of the world is further extended by activities in the nursery. For example, children in the pre-school room are caring for the school's hamster during the holidays. Children show great interest in the new addition to their room and ask questions about the hamster learning about its habits and diet. All children have opportunities to learn about diversity through the celebration of customs and religious events. Good quality resources add to their developing understanding of the wider world. Positive images and welcome signs and symbols around the nursery promote a sense of welcome and belonging to children and families.

High priority is given to developing children's communication and language skills. All staff have attended Letters and Sounds training and make effective use of teaching methods to promote speech and language development. Children learn that writing has a purpose as they practise mark making in a variety of situations such as in role play or the 'write-away-area'. Good quality books are readily accessible and visits to the library help children develop an enjoyment of books and stories. Younger children learn to identify shapes, numbers and colours they see around them and in activities. Older children use numbers in a practical way such as when measuring ingredients to make playdough. Staff introduce positional language in activities such as construction enabling children to develop their vocabulary and use everyday words to describe position, size and shape.

Children play imaginatively and enjoy using their sense to make connections with objects around them. Children in the toddler room explore water and sand supported by staff who make good use of the activities to help children play co-operatively and develop their language by introducing words to describe what they see and feel. Sheets of silver foil and natural materials further develop children's interest by providing materials that invite children to touch and feel. Babies use treasure baskets, using their natural curiosity to explore and investigate soft scarves and strings of beads. Staff are on hand to enhance the activity by playing with the babies and to ensure the environment is safe and supportive.

The individual needs and routines of all children are respected. Children are provided with hot cooked nutritious meals and snacks throughout the day and a quiet time is provided after lunch when children can rest or sleep. Parents are informed of children's daily routine and meals eaten. Consequently, children's health and well-being is very well supported. Older children are becoming increasingly independent and able to manage tasks such as serving their own snacks and drinks and take responsibility for washing up their own cups and plates. Very well established hygiene routines and gentle reminders by staff help children learn the importance of good hygiene. Rules and boundaries are used to help children stay safe and learn acceptable codes of behaviour. Children learn to keep themselves safe by participating in evacuation drills and through activities that raise their understanding of personal safety.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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