

Abacus Early Learning Nursery

Inspection report for early years provision

Unique reference number	EY369257
Inspection date	26/02/2010
Inspector	Janet Sharon Williams
Setting address	7 Drewstead Road, London, SW16 1LY
Telephone number	0208 6779117
Email	info@myabacusnursery.co.uk
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Abacus Early Learning Nursery opened in 1990. In 2008, they became a limited company. They operate in Streatham Hill in the London Borough of Lambeth. All children share access to a secure enclosed outdoor play area. A maximum of 39 children aged one year to under five years may attend the nursery at any one time. There are currently 65 children from one year to under five years on roll. Children attend either full or part time. The nursery currently supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

The nursery opens five days a week, 48 weeks of the year. They close the usual bank holidays, a week in August and at Easter and two weeks at Christmas and three days a year for in-house training. Operating hours are from 8:00am - 6:00pm. The nursery employs 15 members of staff, all of whom hold an appropriate early years qualification.

The Abacus nursery is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are given inspiring opportunities to develop and learn in all areas of learning through an excellent range of resources and play materials. Extensive positive inclusive practice promotes an effective partnership with parents and offers very good support when working with children with special education needs and/or disabilities and those who speak English as an additional language. The extensive self-evaluation gives an accurate understanding of positive strengths and highlights areas for improvement.

What steps need to be taken to improve provision further?

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

- improve further staff's knowledge and understanding of issues surrounding and safeguarding children
- improve the storage of children's sleeping bags to prevent the spread of infection.

The effectiveness of leadership and management of the early years provision

The quality of care provided ensures that children's welfare is fully protected. Staff know and understand child protection/safeguarding issues, procedures and aspects of the steps to protect children from harm. For example, they know what to do if

they have concerns about a child, relating to all signs and symptoms. Staff are keen to continue to improve their skills and knowledge, which has an overall impact on the quality of the provision. For example, by attending various training courses, such as safeguarding and protecting children. However the lack of external training opportunities within the local authority are limited. The management team are reviewing how this can be effectively addressed. Thorough risk assessment procedures are in place for both indoors and out, including places the nursery plans to visit, within the community and the use of public transport. Staff rotas also ensure all areas used by the children are checked for safety on a daily basis. Policies and procedures in place reflect the quality and care provided and are used effectively. All mandatory records in place are well maintained. This guarantees the safe and effective management of the setting in order to promote children's welfare and learning.

The management team continually promotes and monitors the Early Years Foundation Stage Framework (EYFS) through self-evaluation, in which staff and parents are broadly involved. They take children's interests into account in full. Staff have an excellent knowledge of the Early Years Foundation Stage and use a wide range of purposeful teaching methods to extend children's learning and achievement. Written plans in place comprehensively and fully demonstrate how children are covering all the areas of learning. Observations and assessments are evaluated to successfully move children through the stages of development and achieve the Early Learning Goals.

The excellent organisation of the environment ensures that the quality of toys and equipment is fully sustainable. Space available is planned meticulously to enable children to use their imaginative skills creatively, learn social skills, show an interest in information and communication technology and discover media and materials, such as, experiencing different textures of things. Children are continuously motivated in a fulfilling, safe and secure environment; they are able to access an excellent range of worthwhile experiences and make choices from the resources stored at child-level, linked to all areas of learning.

The good partnership with parents contributes considerably to children's well-being and education. This also enables parents to contribute to children's learning at home. For example, parents and children put together interesting scrap books, which enable children to share with the nursery their home family life and experiences outside of nursery hours. There are both formal and informal systems in place for staff and parents to share information about children's individual progress and development. Parents receive a daily feedback sheet of their child. This includes activities, meals, sleeping patterns, and nappy changes throughout the day. Parents are also frequently asked to complete a parental questionnaire. Their views are actively taken on board and addressed in the self evaluation, to enhance the provision and improve the outcomes for children. Developing a working partnership with others is encouraged, for example, where the Special Education Needs Co-ordinator (SENCO) identifies a child's need for additional support and advice from other health professionals. This ensures positive effective interventions to support the children's welfare and learning.

The quality and standards of the early years provision and outcomes for children

Children are able to make excellent progress in their learning. Versatile planning starts with observing children in order to differentiate activities according to their interest and stages of development. Children's stage of development is effectively followed through their whole time at the nursery; there is excellent monitoring through staff completing comprehensive development files which show clear and consistent progress in all areas of learning. Children are highly valued and the exciting range of resources, play materials and activities allow them to thrive in their environment. Excellent opportunities are provided for younger and older children to experiment and make choices; activities are skilfully planned to provide appropriate challenge for each child to ensure that their individual needs are identified and met. They begin to be interested in and describe the texture of things, for example the feel of cooked spaghetti in various colours in which their learning is extended through producing various art work on paper. They also explore using flour and cereal flakes, using their finger tips to mark make. The excellently resourced home corner room allows for children to be self motivated; they develop skills for the future using cameras, telephones, pots and pans and continuously use their imaginations through role playing pretending to be mums and dads and shop assistants. In addition the nursery provides a range of toy cars, trains and aeroplanes. Children's creativity is also extended, by using the transport resources for painting, participating in counting and verbally sharing their experiences about travelling, which contributes extensively to their communication and language skills. All these activities challenge stereotypes, prejudice, discrimination, promote positive attitudes to differences and takes interests into account for both boys and girls. This enriches and promotes an excellent inclusive learning environment, for the progression of children's individual learning needs.

The nursery environment actively and continuously includes a wide range of things that are familiar to children and that reflect their family, ethnicity, religion and culture, as well as those of others. For example, photographs of staff and children dressed up in various national customs, such as, saris, traditional African outfits, experiencing tasting various foods from around the world, making national flags that reflect where staff and children come from and the extensive range of toys and equipment are available to effectively raise children's awareness about diversity. The nursery welcomes children who speak English as an additional language; staff and children learn single words to enable all to successfully communicate. Observations and photographs demonstrate how staff provide quality on-going care and learning for the individual needs of the child. Staff have an exceptionally positive relationship with the children, giving children extreme confidence with a passion for learning. Interaction between children and adults is extremely positive. Children are happy, settled are well behaved. They show a growing respect, listen and co-operate with each other and adults. Their self-esteem is continuously being developed through support and praise, having a positive impact on their overall well-being.

Children also access activities that capture their interest to learn enthusiastically about healthy living. For example, they grow vegetables; visit the local

greengrocers where they purchase fruit and vegetables to make into juice and taste. All this contributes to children's understanding of a healthy lifestyle. Menu plans in place clearly demonstrate that children are provided with balanced meals each day. A few children are able to bring their own lunch. All information about children's diets are gathered prior to admission. Children sleep according to their needs. Sleeping bags are provided and laundered by parents. However, sleeping bags are not stored individually and this does not promote good hygiene or avoid cross infection.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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