

Abacus Day Nursery

Inspection report for early years provision

Unique reference number	200471
Inspection date	25/06/2010
Inspector	Adelaide Griffith

Setting address	Weddington Road, Nuneaton, Warwickshire, CV10 0EQ
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Type of setting	Childcare on non-domestic premises
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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*.

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Description of the setting

Abacus Day Nursery opened in 1998. It operates from four rooms in a detached brick building situated on the outskirts of Nuneaton, Warwickshire. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 7.30am to 5.30pm, except on bank holidays. The nursery is closed from Christmas Day until the day after New Year's Day.

The nursery is registered on the Early Years Register. A maximum of 47 children may attend the nursery at any one time. There are currently 91 children aged from 10 months to under five years on roll. The nursery is able to support children with special educational needs and/or disabilities. The nursery is also able to support children who speak English as an additional language. The nursery provides funded early education for children aged three and four years.

The nursery employs 15 members of staff, including the manager, to work directly with children. All hold appropriate early years qualifications to at least National Vocational Qualification at Level 2. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish in the child-centred environment where they are making remarkable progress in their learning and development. The implementation of a raft of policies and procedures ensures that children's welfare is extensively safeguarded. Systems to evaluate practice are comprehensive and underpin the changes made to support children's care and learning. The commitment to continuous improvement ensures that children's well-being is promoted admirably. The highly effective partnerships with parents, external agencies and other early years providers ensure that all children get the support they need at all times.

What steps need to be taken to improve provision further?

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

- review the procedure to record information about routines for babies.

The effectiveness of leadership and management of the early years provision

The nursery benefits from exemplary leadership. The manager trusts her team to fill a range of roles and designated staff fully understand their responsibilities, for example, to act as Fire Marshalls. Staff are very well informed about policies and procedures and this contributes commendably to the safeguarding of children.

Robust recruitment and vetting procedures ensure that all adults are suitable to work with children. The management empowers all staff to support children's care and learning to a very high standard by attending courses. This means that they maintain up to date knowledge of initiatives in the early years sector. Currently, one member of staff is working towards a degree qualification.

The management is proactive and focussed on improvements. The outside play area has been developed to provide sections that promote all areas of learning effectively. Staff have contributed to the self-evaluation process by identifying what works well in the nursery and where improvement have made a difference. The key worker system is one of the strengths of the nursery. Strong bonds of attachment are formed and adults nurture children successfully. The management reflects on feedback from parents and children and acts on these. Similarly, strategies suggested by external agencies are implemented and have resulted in remarkable progress in children's development in a short period. The management demonstrates a very strong capacity to maintain continuous improvement by addressing the recommendation from the last inspection effectively.

The management and staff work extremely well with parents to meet children's individual needs. There is a significant emphasis on communication. Questionnaires are used to monitor parents' views within a month of children starting at the nursery. This is followed up subsequently to ensure that there is an understanding of what parents want. Frequent newsletters and extensive information in the reception keep parents abreast of occurrences in the nursery. Parents express unreserved satisfaction with the quality of the nursery and, in particular, commend the staff because children thrive in the caring, friendly environment. The partnership with other agencies is highly effective in meeting children needs because staff implement strategies as advised by specialists. There is a long established relationship with other early years providers. Information is shared about children's progress and exchange visits are made to local schools to ensure the transition into full-time education is stress free.

Children are highly valued in this nursery that has a substantial ethos of fostering self-help and social skills. Children learn to have regard for others from different cultures and their understanding of disability is growing due to activities and resources that reflect positive images. Resources are deployed effectively throughout the nursery to promote children's independence and to recognise their preferences. The organisation of children in small or large groups for various activities works well and children receive one to one support as required.

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

Children are making strides in their learning and development. Staff have a highly developed understanding of how children learn and they make use of current occurrences to provide new experiences. For example, the world cup event has extended children's awareness of the world around them. They are gaining an insight of how people live in different countries. This draws in the interest of most boys and girls become involved when they sit in small groups to look at the

'television' which the children have made for this purpose. Children act out real life situations as they sit in child-size armchairs, click on the remote control and talk about the event.

Staff read stories in which children gain an awareness of different fruit, such as, guavas and mangoes. They then go to the local shop to purchase these and they have opportunities to sample a range of fruit. Staff provide challenge, such as, encouraging children to compare the colours and textures of the fruit. This means that children are learning holistically. Children thoroughly enjoy their time at the nursery. Staff listen to children and consider their preference when providing for activities. Children are well informed about routines and fully demonstrate their understanding of procedures. They remind others to wash hands before eating and their independence is promoted innovatively. For instance, a small fridge containing drinks is available for them to access unaided in the pre-school room. Younger children are also developing self-help skills due to the consistent encouragement from staff. For example, they collect their plates at dinner time and access beakers of drink when these are placed within reach.

The free-flow system allows children to benefit from all areas of learning indoors and outside. They delight in making music by banging on a selection of pans. Children's awareness of sustainability is promoted extremely well. They participate in growing vegetables which they eat at some stage. They are also gaining a distinct understanding of life cycles by collecting eggs laid by the hens. All children, including babies, are encouraged to develop an appreciation for books through the library facility. The print-rich environment reinforces the recognition of letters and more able children correctly identify letters in their name. Children are encouraged to develop an immense range of skills through activities. For instance, children demonstrate well-developed problem solving skills as they work with peers to decide how to carry a full bucket of water.

Staff know the children well and the routine for babies are extensively implemented but sufficient information is not available in care plans. Consequently, this may result in important aspects not being addressed effectively. Staff have created a welcoming environment in each room with its own ambience. Vibrant displays in most rooms, and background music in the baby room, stimulate children senses superbly. Staff are very committed to promoting children's development and carry out frequent observations. The information gained is used to plan for children's individual learning and to provide challenge to move them on to a higher level. Progress reports are filled in with a summary of children's achievements before they move from one room to another.

Children are learning to stay safe through reminders to hold equipment, such as, screw drivers correctly and not to run while carrying these. Children demonstrate respect for others and a caring attitude. They take on the responsibility of intervening during an emerging dispute between peers. They explain that it is not kind to shout at friends. Children's good health is promoted due to the effective implementation of procedures, such as, the administration of medication. They are developing an understanding of making healthy choices due to the provision of balanced meals and fresh fruit on a daily basis. Owing to the wealth of activities

children are developing skills for the future in their progress towards the early learning goals.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

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

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