

# Abacus Nursery

Inspection report for early years provision

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**Unique reference number** 511192  
**Inspection date** 08/09/2010  
**Inspector** ISP Inspection

**Setting address** Westside, Oxford Road, Newbury, Berkshire, RG14 1XB

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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*.

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.

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## Description of the setting

Abacus Day Nursery is privately owned by Kingsclere Nurseries since 1998 and are part of Complete Childcare group, The nursery is within a combined chain of ten nurseries. It operates from a detached building and is set out over two floors. On the first floor is the baby room for children up to one year and the baby toddler room for children aged from one to two years. On the ground floor they have the two to three years room and the preschool rooms for children aged from three to five years. The nursery is close to Newbury town centre and is used by families who live outside the immediate area as well as those who live locally and in the nearby villages. There is a fully enclosed garden available for outdoor play. The nursery is readily accessible and supports children with learning difficulties and/or disabilities and those who speak English as an additional language. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The Nursery opens five days a week and is open between 8am and 6pm for 52 weeks of the year with the exception of Bank Holidays and a week at Christmas time. The nursery offers all day, morning and afternoon sessions and in addition children in receipt of government nursery education funding can attend three hour sessions from 8.30am to 11.30am or 1.45pm to 4.45pm. The nursery is registered to care for a maximum of 70 children. There are currently 72 children on roll, all of whom are in the early years age group.

There are 14 members of staff working with the children. Of these, 13 hold a recognised early years qualification. A small number of staff are working towards further qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff know children well as individuals and work closely with parents, ensuring the nursery meets children's individual needs effectively overall. Children benefit from a good range of activities and play experiences which supports their learning and development well. Planning and assessment of children's learning and development is generally effective. Purposeful policies and procedures contribute to children's good health, welfare and safety. Partnerships with parents and others are strong and the nursery is active in promoting good relationships.

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

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

- further develop children's records of development to ensure they clearly

- reflect individual children's progress towards the early learning goals
- review support for children's transitions, such as, supporting children in learning the routines
- establish further opportunities for play and learning that reflects individual children's particular religious beliefs and cultural backgrounds, including languages spoken at home.

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

Good clear policies and procedures safeguard children effectively. Staff undertake safeguarding training. As a result, they are able to confidently recognise the potential signs and symptoms of abuse and neglect, and have a good understanding of the steps to take in the event of concerns arising. Staff demonstrate a very sound understanding of their responsibilities to children's well-being and safety, for example, they undertake daily safety checks and ensure children are only collected by authorised carers.

The nursery evaluates its service well and involves children, staff and parents in this process. The staff contribute their views and opinions through meetings and surveys. This enables the nursery to set clear targets that promotes good continuous improvement. Staff undertake further training and use various methods to keep up to date with current practice, such as, online training or attendance at local authority training sessions. Regular monitoring within the nursery by managers promotes consistency and drives improvement successfully.

Staff treat children with equal concern and respect. They request information from parents in respect of their individual needs, such as, words in languages spoken at home. Staff make good use of the words overall, for example, words are put on display and staff encourage the use of them during the nursery day when appropriate. The nursery does not always establish further activities to reflect children's individual backgrounds more extensively. The nursery has a good range of resources, including those that reflect the wider world. The management of resources enables children to make independent choices and decisions. Picture and labels on resource storage boxes ensure toys are easily identifiable to children. A book with photographs of resources is in use in the baby/toddler room. As a result, less verbal children are able to choose from the resources on offer.

Good communication promotes effective partnerships with parents and others. Parents have access to a broad range of information about the nursery, such as, notice boards, a website and regular information about their child's progress and development. Events throughout the year enable parents to participate in the nursery life, such as, fun days. Regular reviews of children's learning and development enables parents and staff to share information about children's progress and agree the next steps in children's learning. Staff are very approachable and readily exchange information with parents. Two-way diary books are in use with the younger children. This ensures parents receive good information about their children's day at nursery and staff benefit from information

that enables them to meet children's needs effectively.

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

The bright and welcoming environment is warm and welcoming to children and their parents. Good use of photographs and art work supports children's sense of belonging at the nursery well. Print, number displays and pictures are effective. These support children's thinking skills and extend their learning, for example, children start to recognise how the number corresponds to the 'people' on display, which indicates how many can play in an area at a time. Children develop good relationships with staff and with their peers. Children behave well and staff promote their understanding of the expectations of behaviour, such as sharing and turn taking. Children are settled and at ease. As a result, they feel safe and secure. Children clearly recognise the routines of the day, such as, music to indicate it is tidy up time. Children help tidy up, ensuring they make a positive contribution to their nursery.

Staff involve themselves in play and activities well. They show interest in children as individuals and have a good understanding of their needs. Staff encourage language and counting skills using good open questions during adult-led and child initiated activities. This effectively supports and extends children's learning. Staff observe children's progress on an on-going basis and use the information purposefully each week to plan for children's next steps of learning. Staff demonstrate they have a good understanding of children's progress towards the early learning goals, although records of children's progress do not always reflect this clearly. Children use their imaginations and creativity both individually and as a group, for example, children chalk pictures outside and, as a preschool group, create a story about space. Children benefit from individual time and attention, such as, during nappy changes or sitting reading a book with a member of staff. Celebrations and topics develop and extend children's knowledge and understanding of the world, such as space.

Children benefit from fresh air and physical activity. All children make good use of the outdoor area with the preschool room benefiting from free-flow play. Posters of healthy options are on display in eating areas and meals are prepared and cooked on the nursery premises. Healthy options promote children's understanding of a healthy lifestyle, with vegetables and fruit served during the day. Meal times are relaxed and sociable with staff sitting with groups of children. Children begin to recognise their own personal needs and become independent in caring for themselves, for example, children request tissues and the younger children use face cloths after meals. Water is always available to children to drink throughout the day, ensuring children meet their own needs for fluid intake. Children develop a sense of their own safety by sitting down to drink and staff remind children to tuck in their chairs after lunch to avoid a trip hazard.

Staff support children very well during times of transitions overall. Information is gained to support children new to the nursery and staff include and encourage

new children to participate and support children in learning the routines well mostly. Children in the preschool room who are about to start school benefit from discussions with staff, enabling them to understand that routines at nursery are similar to those at school, such as hanging up their coats. Resources and activities support children in learning about the next step in their lives, such as books and role play. Staff undertake school visits to support children and this promotes good partnerships. As children move rooms, visits allow children to become familiar with the new room and staff and information is reviewed and updated to ensure children's needs continue to be met.

## 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

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

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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	2

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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