



## **Abacus Day Nursery**

Inspection report for early years provision

**Unique Reference Number** 302012  
**Inspection date** 20 March 2006  
**Inspector** Cynthia Walker

**Setting Address** 38a Parish Ghyll Drive, Ilkley, West Yorkshire, LS29 9PR

**Telephone number** 01943 600700

**E-mail**

**Registered person** Christine Butterworth

**Type of inspection** Integrated

**Type of care** Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Abacus Day Nursery is privately owned and opened in 2000. The nursery is based in Ilkley, in a single storey log cabin with an enclosed outdoor play area. Children have access to the entrance area and two playrooms with the support of changing areas and toilets. There is also an office, kitchen and separate facilities for staff and a secure outdoor play area. The nursery is open 5 days a week from 08.00 until 18.00, fifty weeks of the year.

The nursery offers full day care for children aged 0 to 8 years. Currently 79 children attend the nursery throughout the week. They are drawn from the local area and wider community. Children attend for a variety of sessions. Fifteen children receive funding for nursery education. The group supports children with special needs.

There are fifteen part-time staff and eight full-time staff. Ten staff hold early years qualifications and four staff are working towards a qualification. The group receives the support of the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children stay healthy because staff follow effective procedures and practices which meet the children's physical, nutritional and health needs. Good routines have been established around personal care and children are becoming increasingly independent, demonstrating a good awareness of hygiene procedures. Detailed information from parents on their children's daily routines is used to ensure they receive the appropriate rest or sleep. Staff respond sensitively to children who feel ill by effectively implementing the nursery's sickness policy.

Children are well nourished and enjoy a good variety of nutritious snacks and meals which incorporate a broad selection of fruit and vegetables. They are actively encouraged to spread their butter on toast or pitta bread and select and make choices at dinner time. Younger children have access to drinks throughout the day, however, the older children are not able to access fresh drinking water independently. Children's dietary needs are discussed with parents and efficiently recorded.

Good use of the outdoor area is actively developing children's physical skills. They are accessing a good range of equipment which include climbing frame, wheeled toys, slide and balancing equipment and enables children to become confident in their actions. Children skilfully crawl through a tunnel, balance on stepping stones and walk on horizontal ladders in an obstacle course set up within the nursery. Younger children are acquiring physical skills as they pick up, throw, roll and kick a selection of small balls.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a warm, safe and secure environment where risks are identified and minimised. The nursery is welcoming to children with colourful displays in all areas. Clear explanations on the use of the outdoor equipment and how to move within nursery enables children to develop an understanding of how to keep themselves safe. Staff are ensuring the safety of the younger children whilst not inhibiting their risk taking.

The play areas are creatively arranged to allow children to move spontaneously and independently around all areas of play and learning. Children are accessing a wide range of resources which are appropriate to their age and stage of development. Resources are effectively arranged to allow children to make individual decisions about toys they are going to play with. There are clear procedures in place to ensure equipment and resources are well maintained and safe for children to use.

Children's welfare is well promoted by the staff's secure understanding of child protection procedures, which are in line with the local Area Child Protection Committee guidance.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time in nursery and arrive happy and eager to participate. Younger children are making good progress because the nursery has developed a good understanding of the needs of children under three. Detailed planning is in place which is directly linked to the Birth to three framework and is supported by interesting assessment records. Children acquire new knowledge and skills as they join in a wide range of stimulating and appropriately planned activities. For example, showing delight in sensory experiences as they explore sand and 'goop' with their hands and putting both their hands and feet into the water. Children are exploring colour as they paint their hands for their 'Mothers Day' cards and enjoy completing individual paintings. They demonstrate good imagination as they play with cars, with some children making bridges with their legs, which is skilfully extended by staff introducing bricks. Children enthusiastically participate in a wide range of songs, confidently matching and linking the actions and body movements.

#### **Nursery Education.**

The quality of teaching and learning is satisfactory. Children make satisfactory progress because staff have a reasonable understanding of the early learning goals. They plan an interesting range of activities, however, this does not include adaptations for different levels of ability, especially the more able children or include details of the supporting activities. Children's starting points are established through information gathered from previous years in nursery or informal assessments for any new children. Interesting assessment records are being completed, however, the children's next steps for learning are not clearly identified or recorded. Children's learning is stimulated by the staff's effective use of questioning and sensitive support, helping them to persist at activities for some time.

Children have a positive attitude to learning and are interested in the range of activities provided. They concentrate well as they take part in 'Kim's game' and persist for long periods whilst participating in board games. Children are confident communicators as they initiate interactions with both adults and children and use language to negotiate whilst playing with animals. They reinforce their recognition of shapes during activities linking these to the windows in nursery and are encouraged to use mathematical language, such as smaller and bigger. However, there is no opportunity within the daily routine or activities for children to develop early addition

and subtraction skills. Children listen entranced to a selection of stories, such as 'The Big Hungry Bear' demonstrating a sound understanding of the narrative and sequence of events. Good use of the outdoor area encourages children to examine which plants are growing and look for rabbits in the trees. Children are able to write letters or names on pieces of work, however, writing materials are not readily available for them to use within the daily routine to develop their individual skills. Children have established positive relationships and are beginning to distinguish between right and wrong. They demonstrate sensitivity and consideration for others as they get paper towels to help others dry their hands.

### **Helping children make a positive contribution**

The provision is good.

The behaviour is good. Children respond to the clear and sensitive explanations from staff and have a good understanding of the behaviour codes of the nursery, particularly at tidying up time. Staff have realistic expectations of younger children which is helping them understand the boundaries of behaviour within the setting. Children play harmoniously together and are encouraged to take turns, particularly at board games and share resources at sand play. Younger children are developing self assurance from close and effective relationships with staff.

Children are developing a positive attitude to others through the provision of a good range of resources and activities. The meals within the nursery reflect other cultures. They have opportunities to learn about their community through planned visits and outings. Staff are actively working with parents to establish individual children's needs and are ensuring they are being fully included into all aspects of the nursery, including children with special needs. The provision fosters children's spiritual, moral, social and cultural development appropriately.

Partnership with parents is good. Parents are actively welcomed into the setting and receive effective information through the detailed prospectus, regular newsletters and notice boards. Opportunities for parents to be involved in their children's learning is shared in the newsletters, on notices within the nursery and taking care of 'Bertie Bear'. Staff ensure that information on their children's play and learning is shared verbally on a daily basis. This is supported by the children's assessment files being sent home regularly with opportunities for parents to contribute. The provider takes positive steps to ensure that parents are kept well informed about all the relevant policies and procedures.

### **Organisation**

The organisation is good.

All required documentation which contributes to children's health, safety and wellbeing is in place. This is supported by clear policies and procedures which are reflected in daily practice. Clear staffing procedures, which include a system for vetting staff, ensure their suitability to work with children. An annual appraisal system effectively links to personal development and enables staff to attend a variety of

courses to support their care and learning of children. Space within the nursery is well organised and creatively set out to enhance play opportunities for children.

Leadership and management is satisfactory. Staff work as a committed and supportive team. Sufficient staff meetings are held to maintain consistency in improving outcomes for children in most areas. Biannual questionnaires are sent to parents to monitor the effectiveness of the overall setting. Although focussed activities are evaluated, there is no formal evaluation of the overall planning to ensure all areas of learning are being achieved. The nursery demonstrates a willingness to seek advice and have established links with the local authority advisors.

Overall the provision meets the needs of the children who attend.

### **Improvements since the last inspection**

At the last inspection the nursery was given one recommendation relating to the staff induction procedure.

Staff have induction training within their first week of employment and sign to say they have completed this, which effectively supports children's needs.

### **Complaints since the last inspection**

There have been no complaints since last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure fresh drinking water is available to children at all times.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- review the use of assessment records to ensure the children's next steps for learning are linked to future planning
- improve the evaluation of the overall planned programme to ensure all areas of learning have been addressed and include adaptations for different levels of ability.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)