



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 218399

DfES Number: 521374

### INSPECTION DETAILS

Inspection Date 15/06/2004  
Inspector Name Sally Ann Smith

### SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care  
Setting Name ABACUS DAY NURSERY  
Setting Address PARK COTTAGE  
162 HIGH STREET, CHASETOWN  
WALSALL  
STAFFORDSHIRE

### REGISTERED PROVIDER DETAILS

Name Mrs Audrey Goodsir

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Abacus Day Nursery opened in 1993. It operates from a detached house and porter cabin close to Chasetown. The nursery serves the surrounding areas.

There are currently 104 children from birth to 8 years on roll. This includes 24 funded 3-year-olds and 4 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 07:30 until 18:00.

Thirteen staff work with the children, of whom two-thirds have an early years qualification to NVQ level 2 or 3. The remaining staff are working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Abacus Day Nursery provides satisfactory care for children. Staff create a warm and welcoming environment where children are happy, settled and secure. Relevant policies and procedures are in place that contribute to the children's care and welfare. Rooms and resources are used effectively to meet the needs of the children. Staff are generally well deployed, although senior management are not completely aware of daily routines to oversee the running of the nursery.

Positive steps are taken to keep children safe and staff ensure that hazards both inside and outside the nursery are minimised through regular risk assessments. The access to the outdoor play area is disruptive to the older children. Good hygiene routines are in place to promote children's health and prevent the spread of infection. Written health and safety procedures are in place although some lack the necessary

detail. Children are provided with a range of healthy and nutritious snacks and meals.

Staff plan and provide a broad range of activities to help children develop. Resources are used imaginatively to create a stimulating and fun environment for the children. Staff manage the children well and provide support to encourage children to be confident, independent and relate well to each other. Children have their differing needs taken into account and are fully involved in activities.

Staff have good relationships with parents and information is regularly shared to ensure parents are kept up to date with their child's progress and nursery routine. Parents are aware of relevant policies and procedures and notice boards are located around the nursery informing them of the daily routines and curriculum planning.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- Staff understand and implement policies that contribute to the smooth running of the setting.
- Staff ensure that the physical environment is safe and that the children are well cared for and kept free from harm.
- Staff have positive relationships with the children, manage them well and take an interest in what they say and do. They value the children as individuals.
- Food and drink is provided which promotes children's healthy growth and development.
- Staff work in partnership with parents providing appropriate care according to their wishes.

#### **What needs to be improved?**

- the deployment of nursery management
- arrangements for younger children's access to outdoor play
- the procedures for child protection
- the policy for special needs.

#### **Outcome of the inspection**

Satisfactory

## CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

## WHAT NEEDS TO BE DONE NEXT?

### The Registered Person must take the following actions by the date shown

Std	Action	Date
13	Ensure that staff are familiar with child protection procedures to be followed in the event of an allegation being made against a member of staff or volunteer.	30/09/2004

### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Evaluate and improve deployment of nursery management to effectively oversee the setting.
4	Improve arrangements for younger children to access the outside play area, to ensure older children are not disrupted.
10	Improve staff's knowledge of current legislation regarding disability discrimination.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Abacus Day Nursery provides good quality provision overall which helps children make very good progress towards the early learning goals in all areas of learning.

Teaching is very good and staff plan a variety of activities which enable children to make progress in all areas of their development. Staff use formal assessments based on their observations of the children to inform planning and activities are differentiated according to the abilities of the individual child. There is a good balance of staff directed and child initiated activities and children regularly take the lead in their play using their imagination. Staff question and challenge children during planned and spontaneous activities to make them think, although children do not always consolidate their mathematical development and independence in daily routines. They use a variety of methods to introduce new skills, which makes it a fun environment for the children. The staff have good relationships with children and provide support and encouragement to help them develop skills in all areas of learning. Staff effectively support children with special educational needs, and for whom English is an additional language.

Leadership and management are very good and children benefit from a committed person-in-charge who oversees all areas of planning. This is shared with other pre-school staff who work well as a team and contribute ideas regularly. They evaluate their own practice through regular room meetings. Appraisals address personal development needs to identify appropriate training and ensure that there is consistency. In addition, the person-in-charge ensures that staff evaluate children's play sessions to ensure that the learning objectives are achieved.

Partnerships with parents are very good and they receive clear information about the curriculum, activities and routines. Regular opportunities enable parents to share observations about their child with staff and discuss progress.

### What is being done well?

- Staff value what children say and encourage them to develop their language through appropriate questioning, continually challenging children to make them think.
- Children are provided with many opportunities to initiate their own play and develop their imagination in role play, small world and creative play.
- Children benefit from effective teaching in all areas of the curriculum and assessments are used to identify the next steps in children's learning and inform planning. Staff regularly evaluate practice and are committed to attending relevant training to ensure there is consistency in the delivery of the curriculum.

- Parents are kept well informed of their child's progress and their opinions and suggestions are listened to and valued by staff.

#### **What needs to be improved?**

- the opportunities for children to consolidate their mathematical understanding and further develop their independence skills in routine activities.

#### **What has improved since the last inspection?**

Very good progress has been made since the last inspection. The setting has introduced a number of effective measures to address the key issues raised at the previous inspection.

Assessments are used to inform planning and activities are planned taking into account the individual needs of each child. These are shared with parents informally on a regular basis through ongoing discussions with their child's key worker. Formal sessions are also organised where parents are invited to come and talk about their child's progress.

Staff have included many physical play activities to enable children to develop large muscle skills. Children participate in regular P.E sessions, play on outside climbing equipment, do obstacle courses to include balancing and play catching and throwing games.

The person-in-charge has implemented a monitoring system so that training needs can be identified and addressed. The deputy person-in-charge has been nominated as the Special Educational Needs Co-ordinator (SENCO) within the nursery and has received training with regards to her role. She is aware of the Special Educational Needs Code of Practice and liaises closely with other staff to cascade information. Training and awareness for other staff members is being identified through appraisals and prioritised according to staff's level of understanding and need.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are secure and confident in their environment. They demonstrate a sense of belonging, hanging up coats and bags on their own pegs as they arrive. Staff have high expectations of what the children can achieve and children are encouraged to be independent learners, although this could be promoted in daily routine activities such as meal times. Children's spiritual, moral, social and cultural development is fostered in all areas of their play and children talk about honesty and kindness.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident to engage staff in conversation and also initiate conversation themselves. Children persevere to make themselves understood and staff take time to clarify and use appropriate questioning to extend children's vocabulary. Children respond very well to favourite stories, rhymes and songs and make up their own stories. Children talk about what they are doing and use language to connect ideas. Children recognise rhythm in words by looking at syllables.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children join in rhymes and games and staff use routine activities to raise children's awareness of numbers, although sometimes these opportunities are missed. Children count how many are present at registration, differentiating between boys and girls. Children see numbers as labels in friezes, charts and graphs. Children regularly play matching and sorting games and play shops using tills, calculators, receipts and price lists.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate different objects and materials looking at features and their similarities and differences. Children are developing focussed observations and use binoculars and magnifying glasses to look at things in detail, recording their findings in pictures, paintings and graphs. Children have access to a variety of different texture boxes to compare how things feel, both natural and man-made. Children use camera's to record their observations.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have many opportunities to create different types of movement such as hopping, skipping, jumping and balancing. They are able to control their movements, stopping and starting appropriately. They enjoy moving to music and play games such as musical statues and manage their body to create intended movements. Children gain skills by being able to repeat their actions.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children feel textures of different materials, mix paints together and make collages, selecting resources independently. Children use a variety of resources to include paint, glue, crayons, scissors and sticky tape to develop their creative ideas. They play with different malleable materials to include dough, pastry, clay and mashed potato. Children are given opportunities to explore and develop their own ideas.

**Children's spiritual, moral, social, and cultural development is not fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to the following;
- further increase children's independence and mathematical consolidation through everyday routine activities.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*