



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY244931

DfES Number: 563587

INSPECTION DETAILS

Inspection Date	30/09/2004
Inspector Name	Julie Kim Davies

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Abacus Day Nursery
Setting Address	Ketley Bank Community Centre Telford TF2 0DH

REGISTERED PROVIDER DETAILS

Name	Abacus (Dawley) Ltd
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ORGANISATION DETAILS

Name	Abacus (Dawley) Ltd
Address	The Grange, Main Road Ketley Bank Telford Shropshire TF2 0DH

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 October 2002. The nursery operates from three rooms within a single storey building, in Ketley Bank, which is a suburb of Telford. The nursery serves the local community and is part of the Neighbourhood Nurseries Initiative.

There are currently 48 children from 3 months to 11-years on roll. This includes eight funded three-year-olds and four funded four-year-olds.

Children attend for a variety of sessions. The setting supports children with special needs. The group opens five days a week all year round. Sessions are from 07:30 until 17:45.

There are 12 staff working with the children, of whom 9 have early years qualifications to NVQ level 2 or 3. There are three staff who are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years and Childcare Partnership (EYDCP). The nursery has adopted the High Scope approach to teaching and learning.

How good is the Day Care?

Abacus Nursery is provides good care for children.

Children have opportunities to develop and learn in a child-orientated environment. They have access to a range of age-appropriate resources and activities. These help them to make progress in all areas of development and encourage children to independently select toys and resources.

Parents and children receive a warm welcome. The staff support children in planned and free play opportunities by asking questions and listening to what they have to say. However, staff do not consistently implement the agreed strategies to deal with challenging behaviour which impacts on less confident children's ability to participate fully. This is addressed within the nursery education aspect of the inspection

process.

Staff access good, regular training in early years issues and good practice, which helps ensure that children are cared for in a child-orientated and secure environment. Good hygiene procedures are in place with children encouraged to wash hands e.g., before and after using the toilet. Child protection procedures are in place and staff are fully aware of their responsibilities. Children receive nutritious and varied meals with individual dietary needs addressed. There is access to drinking water at all times.

Appropriate policies and procedures are in place to support all aspects of the service provided. However, accident and medication records do not always include parental signatures to acknowledge the accident or medication given. In addition, the nursery should review the privacy arrangements in the children's toilets.

There are positive partnerships with parents with verbal feedback given on a daily basis and staff work closely with parents and other professionals to ensure the children's needs are accommodated. The good range of information displayed about the nursery includes daily routines and foundation stage learning.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Babies are accommodated in a comfortable, caring and child-orientated environment, with appropriate activities, which support their development.
- Staff have a good awareness of children's individual circumstances and accommodate these within daily routines i.e., allowing comforters from home.
- Staff work closely with parents and other professional to support children with special needs within the setting.
- Effective procedures are in place, which allow children to be cared for in line with parents' wishes.
- Staff provide daily verbal or written feedback and various information about care and early years issues.
- Children receive nutritious and varied meals taking into consideration individual needs.

What needs to be improved?

- the privacy arrangements for children using the toilets
- the consistency in ensuring the accident and medication records include parental signatures.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

WHAT NEEDS TO BE DONE NEXT?

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

Std	Recommendation
4	Review the privacy arrangements for children using the toilets.
7	Ensure staff consistently request parental signatures for all accident and medication administered records.

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

How effective is the nursery education?

The effectiveness of the nursery education is generally good. Children are making generally good progress towards the early learning goals.

Children participate in a variety of activities and are supported to make choices; however, staff do not always manage behaviour consistently or use agreed strategies to best effect. This impacts on the opportunities to extend learning and challenge for quieter or more able children. Arrangements for supporting children with special needs are good.

Quality of teaching is generally good, although there are weaknesses in the way staff manage behaviour and the challenges set for three and four year olds. Staff often miss opportunities to extend children's learning. Staff access regular training and have a developing understanding of the Foundation Stage and curriculum planning. Written plans are used effectively and include evaluations, however these plans are limited in identifying how to adapt activities to meet the needs of differing ages and abilities of children. The keyworker system enables staff to focus on individual children's needs. Staff are committed to providing the children with a varied range of learning opportunities and most children are stimulated by the opportunities available.

The leadership and management of the setting are generally good. Staff are aware of their roles and responsibilities and management use staff meetings and appraisal systems to identify issues to improve the care and education provided. However, managers are not fully aware of the impact of insufficient challenge for children and need to examine how they will support staff in addressing these issues.

The partnership with parents is very good. The setting provides parents with good information about their child's progress on a regular basis. Information is obtained from parents prior to children starting and details about the nursery and early years issues are regularly available in a variety of formats.

What is being done well?

- The support for children with specific needs is generally good. Staff work closely with parents and other professionals to meet the needs of the children.
- Use of assessments is generally good, with staff using observations to inform progress records, which in turn impact on future planning.
- Staff support the children to become independent by giving them opportunities to select their own resources within a child-initiated environment.
- Partnership with parents is very good. Staff provide parents with information

about their child's progress on a regular basis in the form of written reports, open days and parent meetings.

What needs to be improved?

- staff's knowledge and understanding of ways to support and increase challenge to older or more able children, within a range of play activities so that they can learn effectively and become more absorbed in their play
- the consistency with which staff manage children's behaviour to help them understand what is expected of them and raise children's awareness of the boundaries and behavioural expectations within the setting
- the opportunities for children to develop their early writing skills, within a wider range of activities and play experiences.

What has improved since the last inspection?

Not applicable, as this is the first nursery education inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children aged three and four are confident and interested to learn, accessing a variety of opportunities provided by staff. They are developing self-confidence and self-esteem and able to make choices, however they are sometimes hindered by other children's behaviour and inconsistency with dealing with this. They are beginning to develop awareness that people have different views, needs, cultures and beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children speak confidently, listen and respond in a range of circumstances. Most play imaginatively, expressing their thoughts and feelings in role-play, although others don't always have opportunities due to more dominant children. Children are beginning to recognise familiar letters within simple words or sentences and most four year olds can write their own names. They have limited opportunities to develop early writing skills as part of a range of play activities.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children have access to and use numbers in familiar contexts. Children aged three and four can count confidently to eight, with more able children counting beyond. The children are accessing activities where they can learn about space, shape, measure, pattern and sequencing. However, they are not always challenged sufficiently to extend their learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Both three and four year olds use the wide range of equipment and resources within free play. They explore, find out about and experiment within their play. They use construction toys with meaning, selecting equipment and tools. Children have opportunities to use everyday technology in free play activities. They talk about events in their lives and are developing a sense of time and place. However, they are not always questioned and challenged to extend their learning.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and with control and can run; walk and use a variety of equipment that helps them develop their physical skills. They access activities that help them to develop climbing and balancing skills. Three and four year olds use a range of materials, tools and equipment with increasing meaning and control. They are beginning to have an awareness of their own bodies and developing understanding of how to keep them healthy.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children use their imagination within a wide variety of free choice activities. They enjoy role-play, dance and music and using resources, although younger or less confident children sometimes miss opportunities to develop their role-play and imagination. Children have access to an extensive range of materials so that they can explore texture, form and shape and use their senses and communicate their ideas and thoughts.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- There are three key issues arising from this inspection:
- Develop staff's knowledge and understanding of ways to support and increase challenge to older or more able children, within a range of play activities so that they can learn effectively and become more focused in their play.
- Improve the consistency with which staff manage children's behaviour to help them understand what is expected of them and raise children's awareness of the boundaries and behavioural expectations within the setting.
- Improve the opportunities for children to develop their early writing skills, within a wider range of activities and play experiences.

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.