



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 208157

DfES Number: 545162

### INSPECTION DETAILS

Inspection Date	24/03/2004
Inspector Name	Juliette Jennings

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Abacus Nursery & Out of School Club Dawley
Setting Address	Abacus Nursery & Out of School Club Dawley 10/12 High Street,Dawley Telford Shropshire

### REGISTERED PROVIDER DETAILS

Name	Mr. Simon Peter Hawkins
------	-------------------------

## 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 Nursery and Out of School Club is located in the town of Dawley in Telford. The nursery is located in the main street.

The nursery serves the local area and is open Monday to Friday from 07:30 until 18:00. There are currently 92 children aged from birth to under 8 years attending, of whom 32 are funded 3 and 4 year olds. The group have arrangements in place to support children with special needs or who speak English as an additional language. Children have access to a paved and grassed, secure outdoor area for outdoor play.

There are 14 members of staff who work with the children, all of whom hold suitable early years qualifications. The staff access regular training on early years issues and receive support from a teacher mentor from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Abacus Nursery and Out of School Club is providing a satisfactory quality and standard of care. Children have some opportunities to develop and learn in a child-orientated environment. They have access to a range of age-appropriate resources and activities which help them make progress in all areas of development.

Most of the staff support children in planned and free play opportunities by asking questions and listening to what they have to say. However, staff should increase their knowledge and understanding of techniques and strategies to deal with unwanted behaviour and praise positive behaviour in a consistent way.

Staff access regular training in early years issues and current good practice guidelines and this helps to ensure that children are cared for in a child-orientated and secure environment. However, the procedures for ensuring that children are safe in the setting should be improved, as should the arrangements for ensuring that the environment, resources and toys are well maintained and clean.

Policies and procedures are in place, however, the child protection policy should be comprehensive and registers, accident and medication records should be maintained and stored in line with requirements. In addition, the setting should consider the arrangements for privacy in the children's toilets.

The group maintain a positive partnership with parents, with verbal feedback given on a daily basis and work closely with parents and other professionals to ensure that children's needs are accommodated.

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

Not applicable, as there were no actions raised at the previous inspection.

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

- Babies and toddlers are accommodated in a comfortable, caring and child-orientated environment, with appropriate activities which support development.
- Staff have an awareness of children's individual circumstances and accommodate these within the daily routine.
- Staff work closely with parents and other professionals to support children with special needs in an inclusive way.
- 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 early years issues.

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

- the procedures for ensuring that times of children's arrival and departure are recorded
- the arrangements for ensuring that the premises, toys, resources and equipment are clean, well maintained and organised appropriately
- the arrangements for children's privacy in the toilets
- daily safety checks so that the environment is safe for children
- fire safety precautions in the kitchen
- the procedures for ensuring that medication records are completed in line with requirements
- the arrangements for ensuring that accident and medication records are stored appropriately
- the detail within the child protection policy so that it is comprehensive.

**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 should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Make sure that children's arrival and departure times are recorded.
4	Make sure that areas used by children are clean, well maintained and appropriately organised.
4	Consider the arrangements for children's privacy whilst accessing the toilets.
5	Make sure that toys, equipment and resources are clean and well maintained.
6	Ensure that children do not have access to the kitchen except with direct staff supervision.
6	Make sure that hazardous items and trailing leads are safe or inaccessible to the children.
6	Make sure that electrical sockets are fitted with socket covers.
6	Improve fire safety precautions by ensuring that the fire blanket is wall mounted.
6	Conduct a risk assessment on the outdoor area identifying action to be taken to minimize identified risks.
6	Seek and act on any advice given concerning the safety of the fluorescent strip lights.
6	Make sure that the windows on the first floor are safe.
7	Make sure that medication records include parent signatures to acknowledge that medication has been administered.
11	Develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development.
13	Update the child protection policy so that it includes what would happen if an allegation of abuse were made against staff.

14	Make sure that accident and medication records are stored securely.
----	---

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

### **How effective is the nursery education?**

The effectiveness of the education is generally good. Children are making generally good progress towards the early learning goals. They participate in a variety of opportunities and activities and are supported to make choices, however, staff do not always manage behaviour consistently or use appropriate techniques to help children extend their learning. There are good arrangements in place for supporting children with special educational needs.

The teaching is generally good, although there are some weaknesses in the way some 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.

They develop written plans which are used effectively and include evaluations. The keyworker system enables staff to focus on individual children's needs within planning. Most of the staff are committed to providing the children with a range of learning opportunities and most children are motivated and stimulated by the opportunities available to them.

The leadership and management of the setting is generally good. Staff are aware of their roles and responsibilities and management have highlighted issues that need to be addressed in order to improve the care and education for children.

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.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● staff's knowledge and understanding of ways to support, question and challenge children, especially younger, less confident children and older or more able children, within free play activities so that they can learn effectively</li><li>● knowledge and understanding of ways to consistently manage children's behaviour to help them understand what is expected of them and have an awareness of the boundaries and behavioural expectations within the setting</li><li>● opportunities for children to develop their early writing skills, begin to have an awareness about the concept of calculation, explore, investigate, ask questions and use books in a meaningful way, within free play activities.</li></ul>



<b>What has improved since the last inspection?</b>
Not applicable, as this is the first inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children aged three and four years 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 staff's knowledge of appropriate methods for dealing with this. They are beginning to develop an awareness that people have different views, needs, cultures and beliefs.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Children speak confidently, listen and respond in a range of circumstance. Most play imaginatively, expressing their thoughts and feelings in role play, although others do not 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 and do not access the book area in free play activities.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children have access to numbers in a variety of formats and use numbers in familiar contexts. Children aged three and four years can count confidently to five, with more able children beginning to count beyond. The children are accessing activities where they can learn about space, shape and measure, but have limited opportunities to learn about addition and subtraction concepts, pattern or sequencing.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
------------	----------------

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:	Generally Good
------------	----------------

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 which 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. Again, they are not always challenged or given opportunities to extend their physical skills.



CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children use their imagination within a 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, use their senses and communicate their ideas and thoughts.</p>	

**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;
- Develop staff's knowledge and understanding of ways to support, question and challenge children, especially younger, less confident children and older or more able children, within free play activities so that they can learn effectively.
- Develop knowledge and understanding of ways to consistently manage children's behaviour to help them understand what is expected of them and have an awareness of the boundaries and behavioural expectations within the setting.
- Provide opportunities for children to develop their early writing skills, begin to have an awareness about the concept of calculation, explore, investigate, ask questions and use books in a meaningful way, within free play 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.*