



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 223495

DfES Number: 511720

INSPECTION DETAILS

Inspection Date	05/01/2005
Inspector Name	Susan Irene Tyler

SETTING DETAILS

Day Care Type	Out of School Day Care, Full Day Care
Setting Name	Abacus 2000 Nursery School
Setting Address	Upper Parsonage, Ashfield Park Road Ross-on-Wye Herefordshire HR9 5AS

REGISTERED PROVIDER DETAILS

Name	Mrs K Jones, Mrs S Davies & Miss A Colwell
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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 2000 Nursery School and out of school club (Fabacus) opened in 1990. It operates from five rooms in a detached bungalow and is located on the outskirts of the market town of Ross-on-Wye. The nursery serves the local area.

There are currently 90 children from 18 months to 5 years on roll, plus 19 children aged from 5 to 8 years. Of these, 41 children receive funding for nursery education. 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 08:00 until 18:00.

Six full-time and six part-time staff work with the children. Three quarters of the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Abacus 2000 Nursery School provides good care for children. The premises are well maintained, welcoming and attractive. Records are well organised and stored confidentially. The daily register is clearly laid out, but the system of recording needs to be reviewed to ensure greater accuracy. The operational plan is up to date and reflects practice.

The premises inside and outside are clean and tidy. Good hygiene routines are in place and children follow good hand washing procedures. Staff have high regard for children's safety indoors and outdoors and conduct regular risk assessments. There are good procedures in place for the safe collection of children from local schools. All required policies are in place, although the policy for child protection needs reviewing.

A good variety of activities encompassing all six areas of development is regularly available. Children are happy and are eager to take part in small and large group activities. One to one support is given to children identified with special needs and adults support all children well, in their play. Staff have high expectations of children's behaviour and are good role models. Children's behaviour is good.

Partnership with parents is good. Staff liaise with parents on a daily basis and the use of detailed admission forms enables staff to care for children, as their parents would wish. Parents are kept informed via newsletters, daily chats and a detailed notice board. Various social events are held that families are invited to.

What has improved since the last inspection?

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

What is being done well?

- The premises and grounds are well maintained, clean and organised.
- Good hygiene routines are in place for the cleaning of equipment and children's hand washing.
- Children with special needs are catered for very well.
- Adults support children well in their play.
- Staff have high expectations of good behaviour and this is reflected in the good behaviour of children.
- Parents are kept well informed about the provision and their children.

What needs to be improved?

- the registration system
- the policy for child protection.

Outcome of the inspection

Good

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	Ensure that registration arrangements more accurately reflect who is present or absent.
13	Ensure that the child protection policy includes the procedures to be followed in the event of an allegation of abuse being made against a member of staff.

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

How effective is the nursery education?

Abacus 2000 Nursery School provides very good quality nursery education, which enables children to make very good progress towards the early learning goals. Children are making very good progress in all six areas of learning.

The quality of teaching is very good. A good variety of activities and resources are available and children are well supported by staff in all aspects of their play. Plans and assessments relate directly to the stepping stones and are used to inform planning for all children. There are good procedures in place for the identification of children with special needs and support is available. Staff access training courses and three quarters of staff are qualified. All staff have a good understanding of the Foundation Stage and are involved in planning.

The leadership and management of the setting is very good. Staff work well together as a team and are clear about their roles and duties. The managers recognise the importance of training and support staff in accessing as much training as possible. The whole staff group attend monthly meetings where they are able to contribute to discussions about children, curriculum planning, children with special needs and general discussion about the provision. The three managers also meet weekly to discuss management issues and have clearly defined responsibilities. Staff receive regular appraisal.

The partnership with parents and carers is very good. Parents are provided with good quality written information and staff maintain a display area with information that is up to date. Parents receive written reports about their children's progress on a regular basis and are welcome to discuss their children's progress at any time. Parents find staff friendly, approachable and feel welcome to discuss their children. They feel that they are kept well informed and that their children are receiving good care and education.

What is being done well?

- The provision for personal, social and emotional development is very good. Children are supported to become independent and develop their self esteem.
- Opportunities are created for children to take responsibility and develop self confidence. Self-care is encouraged.
- The programme for communication, language and literacy is very good. Children recognise many letters of the alphabet and are making good progress in linking sounds and letters. Children have many opportunities to make marks and enjoy using a variety of materials. Older children show high levels of concentration as they listen intently to stories and join in with repeated rhyming phrases.

- The programme for mathematical development is very good. Counting skills are practised daily and children are learning about the concept of more/less than through planned and free-play activities.

What needs to be improved?

- links with the wider community

What has improved since the last inspection?

Very good progress has been made in implementing the point for consideration, which was: development of the records of children's attainment, making written use of this in planning.

Since the last inspection, staff have reviewed the way curriculum plans are written and observations of children are recorded. They have devised new planning sheets and books for children's assessment records which they feel are more effective and easier to use. Information gained from assessment records is used to plan activities for specific groups of children. Some staff keep plans and assessment records in the same book so that they can easily refer to them and quickly adapt plans to incorporate the varying needs of all children.

The improvements made since the last inspection have had a positive impact on the children. Three and four year olds benefit from curriculum plans that relate directly to their specific needs.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Three and four year olds are developing good independence skills, taking themselves to the toilet, putting on coats and using tissues to wipe noses. They are learning to take turns and some children work together. Most children sit still for short periods and enjoy taking part in group activities. They talk confidently within the group and on a one to one basis with other children and adults. Children behave very well and respond in a positive manner to requests from adults.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Most children are confident speakers and enjoy sharing their thoughts and feelings. Three and four year old children demonstrate good concentration and listen well to stories. They enjoy joining in with rhyming phrases and enjoy talking about various characters from stories throughout the session. All children have access to writing materials and handle them well. Older children can write their name and link the shape and corresponding sound of many letters of the alphabet.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children practise their counting skills in both structured and free play activities. Staff provide a varied selection of practical play opportunities for children to develop their mathematical skills. Children are beginning to understand the concept of more/less than and use language correctly to describe size. They confidently recognise numerals from 0 to 10 and older children recognise many more numbers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy exploration and show curiosity as they play with rice and porridge oats. Children are developing an awareness of time and are familiar with the daily routine. They talk about time in their play and what will be happening later in the day. Children take part in activities that give them an insight into their own and other cultures, although opportunities to explore the wider community could be increased. All children have regular access to programmable toys.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use and have access to a wide range of small equipment and other materials that helps them to develop small movement, including the using of small hammers and tacks, glue spreaders and chopsticks. Children use the space around them with confidence and imagination and are aware of others whilst developing good control and co-ordination as they manoeuvre around on bikes.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have many opportunities to play imaginatively with a variety of resources and staff allow sufficient time for children to talk about their thoughts and feelings during their play. They are given many opportunities to explore colour, music, shape and space through meaningful activities. They are enthusiastic singers and sing many songs from memory.	
Children's spiritual, moral, social, and cultural development is 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 improving the following:
- consider ways of increasing accessibility to the wider community.

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.