

# Abacus Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	106892
<b>Inspection date</b>	13/10/2010
<b>Inspector</b>	Debbie Starr

<b>Setting address</b>	6/8 Emery Road, Brislington, Bristol, BS4 5PF
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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Abacus Day Nursery is one of two nurseries run by the registered person. It was registered in 1996 and operates from a two storey converted building in Brislington, Bristol. All children have access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 8am to 6pm except for Bank Holidays and the Christmas and New Year period. A holiday club operates for school age children under eight years old. A maximum of 84 children may attend the nursery at any one time. There are currently 75 children on roll within the early years age range. The nursery receives funding for the provision of free early years education to children aged three and four years. The nursery supports children who have special educational needs and for whom English is an additional language.

The nursery employs 21 members of staff who work directly with the children. The manager is supernumary. Of these, 17 hold appropriate early years qualifications in childcare; level 3 and above. The nursery employs a cook and a cleaner. The nursery receives support from the local authority

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children make good progress because staff are knowledgeable about how children learn and use their skills effectively to support children's development. Staff have a good knowledge and awareness of children's individual needs overall enabling them to promote and safeguard their welfare effectively. Positive partnerships with parents ensure continuity in their care, but do not focus sufficiently well overall in promoting a two way flow of information about children's learning and development. Effective links with all early years providers that children attend are not established. Management and staff demonstrate a strong commitment to improvement through effective self-evaluation of the provision that brings about good outcomes for children.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- extend opportunities for children to recognise their own and others unique qualities through meaningful experiences that fully embrace their diverse cultural backgrounds
- develop further the two way flow of information with all parents and other early years providers to ensure continuity in children's learning and development

## **The effectiveness of leadership and management of the early years provision**

All adults working with children undergo appropriate vetting procedures and their ongoing suitability is regularly monitored. Effective induction of staff, training opportunities, good understanding of child protection issues and a working knowledge of reporting procedures within the nursery ensures that children are effectively safeguarded. Organised documentation and effective systems and practice ensure that children's individual welfare needs are clearly identified and met. Required records are maintained appropriately, audited regularly and shared with parents. Appropriate actions by staff and records of assessment of risk for all areas of the nursery and outings, for instance, when workmen are on the premises ensure children are kept safe. Ongoing review of the nursery environment by staff and management ensures children of all ages easily access an interesting range of high quality, well organized toys and resources that support their learning both inside and outside and invite curiosity through for instance, the inclusion of real food in the home corner. Staff have a generally good knowledge of individual children's backgrounds and needs. However, this is not fully reflected in activities, experiences and resources that reflect the diverse backgrounds of all children that attend.

Positive partnerships with parents are established and children's individual needs are identified and supported well overall. Parents are very appreciative of the care given to their children and value the progress they make. Parents are well informed of the nursery's working practices through clear written documentation, clear displays on each floor, daily discussion with staff about children's welfare, activities and achievements and regular parent evenings. This dialogue however, does not focus sufficiently well on establishing a two way flow of information about children's learning and development with all parents. Effective links are established with some early years providers that children attend.

The enthusiastic management team and staff use an effective system of self-evaluation that includes parents and children to reflect upon the provision. Recommendations from the last inspection have been addressed fully ensuring children's welfare is effectively safeguarded and their learning and development promoted well. Future areas for development are clearly identified, well chosen and include those identified during the inspection process. For example, flexibility in times of attendance by children and availability of breakfast demonstrates a strong partnership with parents. Development of the outside area to include canopies for all areas promotes healthy lifestyles and extends opportunities for outside play for all children in all weathers. The owner and management team have a clear vision for the future and have high expectations of staff who are supported effectively to develop their knowledge and skills through training. The nursery demonstrates a strong commitment to their continuous improvement.

## **The quality and standards of the early years provision and outcomes for children**

Children of all ages form strong attachments to staff and are at ease and secure within the nursery. Close working with parents ensures that routines for babies and young children are consistent with home. Children throughout the nursery make good progress because staff use their good knowledge and understanding of how children learn to effectively support and promote their development through activities that reflect their interests. Staff make effective use of their regular observations of what children know and do across the six areas of learning to identify individual children's next steps in learning. Babies are intrigued and supported effectively by staff to explore the world around them through their senses. They are intrigued by a variety of pasta and start to imitate staff by shaking and pouring, using a variety of household items. Good interaction between staff and children encourages them to explore paint using their hands and different textures in treasure baskets. Small group activities support young children's listening skills and promote their confidence to speak in a group. Children join in with familiar songs and rhymes and attempt to follow actions. Highly effective use of local walks and information, communication and technology equipment promotes children's understanding of their local community, changes of the seasons, number recognition, sounds and letters and how things work. Children record their own thoughts about what they see on electronic story boards and use cameras to record number on everyday items. They are motivated to repeat sounds and letters through inviting computer programmes, which they access with effective staff support. Children are eager to work things out for themselves, spontaneously removing conkers from weighing scales until they balance and attach magnetic shapes together, whilst being encouraged to compare size and height.

Children show a strong understanding of how to keep themselves safe from an early age. For example, they remind others to sit safely on chairs at snack time and talk spontaneously about what they must do according to different colours of traffic lights when crossing roads. Children demonstrate a good understanding of healthy lifestyles. They develop a good understanding of the importance of regular exercise through a wide range of physical activities both inside and outside that they enjoy and engage in through free-flow and adult-led play. For example toddlers have good opportunities to develop their physical skills well through a varied range of equipment that promotes balance, co-ordination and cooperative play. Older children use large boxes in the garden area to construct and re-create their own ideas using a variety of tools for mark making to for example, draw facial features. Children enjoy nourishing, balanced freshly prepared meals that take full account of their dietary needs. They have good opportunities to develop their independence, understanding of self care and good hygiene routines through the lay out of different areas within rooms, well considered use of visual displays and daily events such as snack and lunch time. Effective role modeling by staff promotes children's understanding further. Children respond well to the frequent praise and consistent and clear approach of staff. Children throughout the nursery show consideration for others and are supported to play cooperatively together, take turns and share. Pre-school children are encouraged to take responsibility for

their own actions, having decided upon their own "Golden Rules". As a result children's behaviour is good and they develop good skills for the future.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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