

ABC Early Learning & Childcare Centre UK Ltd

Inspection report for early years provision

Unique reference number	EY288917
Inspection date	24/01/2011
Inspector	Patricia Dawes

Setting address	9 Bilbrook Road, Codsall, Wolverhampton, West Midlands, WV8 1EU
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Type of setting	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.

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Description of the setting

ABC Early Learning & Childcare Centre UK Ltd has been registered since 2004 and is owned by a private limited company. It operates from two converted premises in the village of Bilbrook in South Staffordshire. The nursery is accessible to all children. There are separate secure enclosed outdoor play areas within each of the premises. Children come from the local and wider catchment area and staff walks to the local school to take and collect children.

ABC Early Learning & Childcare Centre UK Ltd is open Monday to Friday from 07.30am to 6.00pm, for 51 weeks of the year. Children are able to attend for a variety of sessions. It is registered to care for a maximum of 81 children under five years of age at any one time. There are currently 134 on roll within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three- and four-year-olds. The nursery supports children with learning difficulties and/or disabilities and has appropriate systems in place to support children who speak English as an additional language.

There are 28 members of staff employed to work directly with the children. All of these, hold appropriate early years qualifications. In addition, there are two directors/owners who are present daily to support the running of the setting, two trainees and additional domestic staff. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children settle very well in the nursery and receive a wonderful level of care because the dedicated, experienced and highly qualified staff work very closely with individual children and their families. Exceptional systems are in place to ensure that all children's individual needs are routinely met. Staff have a very good knowledge of the Early Years Foundation Stage and how children develop and learn through play, they demonstrate that they fully understand the welfare requirements. Children benefit extremely well from continuity of learning and care because the setting liaises with parents and other agencies to ensure individual children's needs are met and their protection assured. Successful steps are taken to self-evaluate its provision for children and the nursery demonstrates an excellent capacity to make continuous improvement and sustain its existing very high standards.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further systems for children who attend more than one setting, to ensure effective continuity and progression by sharing relevant information with each other and with parents.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded and very well protected from harm because all staff are passionate about protecting children. They have an excellent understanding of their role in child protection, are able to put appropriate procedures into practice and know when to take action to safeguard children in their care. Staff are very aware of the possible signs of abuse and know what to do if they have concerns about a child. Children are protected as the well-qualified established staff team keep the premises very secure and supervise the children at all times. For example, all doors have key coded locks or a camera fitted including the gate to the nursery car park. This ensures staff are fully aware of who is on site at any time. The nursery has excellent, robust recruitment and vetting procedures in place. All staff are suitably qualified and vetted. Detailed risk assessments are carried out and regularly reviewed. The manager links accident records to risk assessments on a monthly basis and staff conduct daily checks of all areas of the setting. This provides a very safe environment for children and staff.

All staff has been involved in the self-evaluation process, and have completed a very detailed evaluation of their setting. They complete ongoing action plans which are very clear and achievable. Excellent monitoring systems are in place for the maintenance of records, implementation of policies and procedures, which are required for the safe and efficient management of the nursery. The provider's records are extremely well maintained and kept confidential. Children's well-being is significantly enhanced due to the exceptional organisation of this setting. This is due to the directors and manager valuing and respecting their excellent staff team. Morale is very high and all staff takes responsibility for what they do within the nursery. This has a positive impact and results in a setting of an exceptionally high calibre where children's needs are fully met

The excellent liaison with parents and carers contributes to improvements in children's achievement, well-being and development. The nursery places great value in ensuring that parents develop a sense of belonging to the setting and have a say in the care and well-being of their children. Parents receive high quality information about the provision. All rooms within the nursery have a parent's communication board with specific information about that room, key groups and children's activities. Parents are encouraged to share information about their child when they first attend and on an ongoing basis. All parents complete a starting booklet about what their child can do and their individual likes and dislikes. This information helps staff to have an excellent knowledge of each child's background and needs. Children benefit from their parents' involvement in their learning in the setting. Parents are well informed about their children's welfare, achievements and progress so children are able to continue their learning at home. For example, 'Monty the dog' is taken home at week ends or on holidays and trips. Parents are

encouraged to take photographs and a report to share with their children. They are also given written and verbal information about their child's day. Parents are encouraged to review their children's learning journals and write comments. These are sent home every 6 months. Regular memos are also sent out to parents which highlight themes and coming events. Parents speak very highly about the nursery and state that the key strength is the well-established experienced staff team and the home-from-home ethos of the nursery. The nursery is starting to develop effective working partnerships with other early years settings which some children attend. They have forged links with an independent school and also the local children's centre. They are in the process of developing a 'buddying scheme' with the local schools. All staff are focused on helping all children to make very good progress in their learning and development, and in promoting their welfare.

Staff makes the most of diversity to help children understand the society they live in. The resources are very good, fit for purpose and support children in their development. Children are taken out daily into the community, be it for walks to the post box or train station and are due to start attending the 'baby massage' sessions held at the local children's centre. This aids towards children becoming aware of the society in which they live.

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

Children make excellent progress towards the early learning goals. Staff provide a very wide range of activities that take into account children's individual learning needs. They provide a well-balanced day that contains suitable periods of time where children mainly follow their own initiated ideas as well as some adult-led activities. Staff plan activities with care and take account of each child's interests and learning needs. The changes to planning and observations have recently been cascaded throughout the nursery and are now fully embedded to ensure that children continue to make progress in line with their capabilities and starting points.

From the time they arrive, the children are eager to explore whatever is available to them and they meet every new challenge with a real enthusiasm. Through their interaction with the children the staff draw out learning and ensure appropriate levels of challenge are available for all. Children are very eager to play and join in with the activities; they get excited at what they are doing. Their levels of concentration are excellent as they are allowed to spend time at their own chosen activity and go back later to consolidate their own learning. Children have a lovely time mark-making using shaving foam and cars, trying to follow the tracks they had made, matching bears to bowls, naming the colour or bringing items from home beginning with letter D, and sharing them at circle time with everyone.

Children's social skills and ability to communicate with others are rapidly enhanced, so that they are developing the underpinning skills needed for their future success. Older children enjoy the activities that they participate in. For example, Children had drawn plans of their chosen mode of transport; they use an array of 'junk'

modelling resources to make their model. Staff ask lots of questions, talking about shapes, colours, number of wheels needed. This promotes children creativity, problem solving, reasoning and numeracy. All children behave very well as staff use positive approach suggestions to manage behaviour. Staff acts as positive role models. They foster children's self-esteem and offer praise and encouragement at all times as they sensitively remind children to share with their friends, to be polite and to be kind and helpful. The setting is wholly inclusive and all children are integrated and included in activities. Children with additional needs are supported by experienced practitioners who work closely with other professionals to ensure that their needs are consistently met.

Children in the preschool room are aware of the morning routine, and respond when the staff start to ask about days and dates of the week or seasons and the weather. Children have lovely warm relationships with the staff and have lots of fun with them such as playing 'silly soup' a rhyming game or playing in swimsuits under the sea(a box filled with different tones of blue tissue paper) searching for octopuses, fishes and shells. They willingly approach the staff as and when needed, demonstrating that they feel safe. Babies settle very well when left by their parents and demonstrate they feel safe and secure with the staff. Babies enjoy tactile activities for example looking at books that make noises or have flaps that lift up and reveal another picture. A child smiled and babbled at a book that made noise. Children play exceptionally well together and have definite friendship groups in place. They help and support each other whilst playing and are very caring towards each other. Children show care and consideration for the nursery pet called Aladdin. Children discover the wider world as they learn about different countries through tasting food and celebrating festivals.

Children follow very good hygiene practices as they take increasing responsibility for washing their hands appropriately throughout the day. They are very well cared for if they become sick or have an accident and there are rigid procedures in place to protect them from infection. They benefit from varied menus that take account of children's dietary needs and introduce them to a good range of healthy foods. The setting has received a 5 gold star achievers award from the health authority for its stringent procedure in dealing with allergies. Meals are cooked on site from fresh ingredients, and children learn table manners and social skills as they sit together for meals in small groups. Children enjoy their meals and eat very well. The older children demonstrate a very good awareness of healthy foods as they talk about and draw their favourite fruit during a project on healthy eating. Children learn about keeping themselves safe through the discussions and activities provided. They have visitors to the setting, such as the police and dental service who come and talk to the children about keeping themselves healthy and safe. They practise evacuation procedures and learn how to use equipment safely. The support and care they receive from staff and the bonds they are forming with them enable children to feel secure and safe in their environment.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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