

Abacus Day Nursery

Inspection report for early years provision

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Inspector ISP Inspection

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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

Abacus Day Nursery opened in 1990 and is owned by Double Trouble Ltd. It operates from a detached house and mobile unit in Chasetown, Staffordshire. The nursery serves the surrounding areas. All children share access to a secure enclosed outdoor play area.

There are currently 74 children in the early years age range on roll. Of these, 12 children receive funding for early education. The provision is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The setting supports a number of children with learning difficulties and/or disabilities and who speak English as an additional language. Children attend for a variety of sessions. The nursery is open each weekday from 7.15am to 6pm all year round, except for public holidays.

The nursery employs 10 staff to work directly with the children, all of whom have an appropriate level 3 early years qualification. One member of staff is currently on early years degree studies. There is also a cook. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Most children make significant progress in their learning and development because they are extremely well supported by an experienced staff team who have fully embraced the Early Years Foundation Stage. Staff plan an extensive and challenging range of activities and create a stimulating and inclusive environment where all children are safe, secure and happy. There is a very strong emphasis on identifying individual children's needs and their preferred learning styles. Staff work cohesively with parents and other professionals to support each child in reaching their full potential. The self-evaluation is reflective to provide better outcomes for children, and staff strive to ensure that the nursery continually improves to benefit the children.

What steps need to be taken to improve provision further?

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

- enhancing further the already effective evaluation and quality improvement processes in place.

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding children are highly effective in the nursery. There is an extensive range of policies, procedures and permissions to ensure children are safe and secure. For example, there are robust staff vetting, induction and continued suitability procedures in place. Staff demonstrate a thorough understanding of Local Safeguarding Children Board guidelines and all have up-to-date training in safeguarding, paediatric first aid and food handling and hygiene to support their practice. There is an effective and comprehensive risk assessment in place which includes additional daily checks to be undertaken. Children feel safe inside the setting as they are learning how to evacuate the premises quickly in an emergency. They are prompted to pick up toys from the floor and to tidy away resources after use to keep the floor space free from tripping hazards. They are also encouraged to be mindful of children sleeping and resting on sleep mats. Staff are extra vigilant with visitors and security in and around the premises. For example, there is a closed circuit television camera in operation that is monitored effectively. These measures are effective in promoting the health, well-being, welfare and safety of all children in the nursery.

Inclusive practice is exemplary in the setting and inclusion is strongly promoted through activities and discussions. Well planned support systems are in place for children with learning needs and/or disabilities. This includes liaison and support from other professionals involved in the assessment process. Equality and diversity is promoted extremely well as all children are included in all activities. Children's development is significantly enhanced owing to the exceptionally well-organised resources, equipment and activities. Staff expertly recognise the unique learning needs of each child and this helps them to build successfully on their interests to ensure they reach their full potential. Staff show a genuine enthusiasm and enjoyment of their work and are keen to hone their skills and knowledge. They take pride in sharing new ways of working and successfully translating their ideas into actions. For example, after undertaking an in-depth tracking exercise staff have introduced specific resources to increase individual boys' interest in mark making.

Partnership working with parents is outstanding because each child and their family are highly respected and valued. Open and respectful relationships are fostered with parents and carers. This in turn helps staff to meet individual needs effectively and support each child to achieve and enjoy their early years learning experiences. Parents comment that they are 'very pleased with the level of support offered' to their child. Extensive background information is shared and discussed with parents and carers in order to build a clear picture of each child's individual needs and routines. Excellent quality information is shared with parents through use of a range of organised activities and resources such as the information stations, family days and noticeboards. Staff acknowledge that working in partnership impacts positively on children's attainment.

Partnerships with other professionals are excellent. With parental consent and schools' agreement, the nursery staff share individual learning and development

profiles. This supports children effectively during their transition from nursery to nursery school. The nursery has also made effective relationships with the speech therapist, the local authority special needs coordinator and staff within local children's centres and neighbouring schools. All these measures ensure children's continued care, learning and development is highly promoted.

The management team have a clear vision for the future of the nursery and the self-evaluation process is utilised effectively to identify realistic priorities for continued improvement. Some of the key strengths of the setting have been highlighted in the written self-evaluation form. These include the setting's effective planning based on children's individual interests, the setting's full promotion of equality, diversity and inclusive practice and the setting's outdoor play area which can be accessed by all children in all types of weather conditions. Areas for improvement have also been identified and as a result the setting intends to introduce an outdoor 'dropping zone' and to increase awareness of communication even further by developing basic sign language skills. The management team strive diligently to improve the setting. For example, they are keen to support staff with early years degree training and are looking to widen the scope of training to include methods such as the 'Reggio Emilio approach', which is an educational philosophy focused on preschool education. The two recommendations from the last inspection have been fully addressed. This positive and professional attitude to self-assessment assists the setting to continually look at ways to improve the quality of the service provided.

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

Most children make rapid progress towards the early learning goals because staff have an excellent understanding of the Early Years Foundation Stage framework. Children are eager to attend and make significant gains in their development and learning. Their individual profiles are used effectively to plan activities to enrich their learning. Staff provide a well-balanced day that contains periods of time where children follow self-initiated ideas as well as adult-led activities. There is an effective system in place to monitor and evaluate the effectiveness of the activities provided and to accurately chart children's progress and achievements towards the early learning goals.

Space within the setting is fully exploited and this ensures all children are able to move freely between activities and play side by side with their peers indoor and outside. Babies and younger children are included in all of the activities and they show their delight by gurgling excitedly and smiling happily. There is an excellent range of equipment and small world resources which reflects diversity and children are encouraged to make choices and decisions in their play.

Children's social and communication skills are developing rapidly, underpinning their future success. Their level of concentration is excellent as they are allowed to spend time at their own chosen activity and revisit activities to consolidate their own learning. Babies and toddlers are eager and excited and actively involve themselves in exploring sensory resources. Older children are keen to investigate

how different colours are made, for example, they mix black and white paint on a pallet and discover it makes grey. They are encouraged to develop skills for their future well-being as they learn to solve problems and work together on the computer or with the building blocks. Older children enthusiastically take part in imaginative role play, for example, they dress up and push the shopping trolley to the supermarket with their friends.

Staff skilfully engage with children by talking to them and encouraging their developing personal independence skills. For example, babies are well supported with day to day routines such as nappy change and sleep routines. Toddlers access the bathroom to wash and dry their hands after potty training. Older children understand the reason they wash and keep hands clean and free from germs. Through a range of undertakings, children are involved in recycling projects and taking care of their environment.

Staff have high expectations of good behaviour and are consistent and fair when encouraging children to share and take turns. There is a superb range of resources to help children to recognise and understand their feelings. For example, through discussions, reading books and encouraging children to express their thoughts through 'persona' puppets. These activities effectively support children to make sense of a wide range of emotions and to help them think about how they can 'put things right'. Behaviour issues are discussed with parents and children so that there is shared understanding of expectations and consistency in behaviour management techniques. This helps children develop their self-confidence, as well as helping them to learn what is right and wrong.

Children's health and well-being is fully endorsed by the clear hygiene routines they follow with familiarity. All meals are healthy and nutritious and freshly cooked each day. Staff sit with younger children in small key groups to ensure that meal times are relaxed and enjoyable. Children are praised for choosing to eat healthy. Younger children and babies sleep and feeding routines closely mirror those of home. 'Free-flow' is used exceptionally well and active outdoor play is fully encouraged to help children develop their physical skills. The outdoor area is superbly equipped with a digging area, soft play area, grassed area, undercover area climbing and exploring area. One-to-one attention provides very young children the encouragement to develop mobility and large muscle skills such as crawling, standing and walking. All children have extensive access to group play, physical and energetic activities and fresh air each day. This successfully promotes, informs and encourages children to lead a healthy lifestyle.

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

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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

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