

Abbotts Day Nursery

Inspection report for early years provision

Unique reference number 101533
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Inspector Tom Radcliffe

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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

Abbots Day Nursery is run by a private individual and opened in 1966. It has been registered with Ofsted since 2002. It operates from three main play rooms with additional ancillary accommodation on the ground floor of a Victorian house. It is situated in a residential area of central Cheltenham. A maximum of 37 children may attend the nursery at any one time, of whom no more than 37 may be in the early years age group. The nursery is open on Mondays and Tuesdays from 8.00am to 5.30pm and Wednesdays, Thursdays and Fridays from 7.15am to 5.30pm for 50 weeks of the year. All children share access to secure enclosed outdoor play areas and a studio which is used as a garden play room.

There are currently 47 children in the early years age group on roll. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is in receipt of funding for the provision of free early years education to children aged three and four years. Children attend from the local community and surrounding areas. The nursery currently supports children with special educational needs and/or disabilities and also supports children who learn English as an additional language. The nursery employs nine members of staff. Of these, eight hold appropriate early years qualifications and one is working towards a qualification. Specialist staff are employed to support children in French and dance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The well managed setting works with a great enthusiasm to understand each child as an individual and is therefore able to generally meet their learning and welfare needs effectively. Children thrive in a very child-centred setting with access to interesting activities where they can make choices and be independent. The setting has very positive partnerships with parents, other settings and professionals to help ensure that most children make good progress. Effective self-evaluation enables the provider to have an accurate understanding of the setting's strengths and weaknesses. This enables the setting to set targets to enhance its level of provision and the outcomes for children

What steps need to be taken to improve provision further?

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

- review how assessment information is used to ensure that all aspects of children's learning needs are fully supported and to maximise progress towards early learning goals.

The effectiveness of leadership and management of the early years provision

The provider ensures that parents are able to understand how the setting operates as written policies and procedures are made available to them. This helps to ensure the safe and efficient management of the setting, which is committed to meeting the needs of all children. Children are properly safeguarded as experienced and well-trained staff implement effective practice consistently. All adults are vetted for suitability, supervision is attentive and children's security is of paramount importance. Children are able to move freely within their base rooms and access outstanding outdoor play facilities. Their safety is promoted as all aspects of the setting are risk assessed to minimise any potential hazards. This has a very positive impact on children's confidence and their ability to make decisions about how they want to spend their time. Children's good health and well-being is promoted by knowledgeable staff, for example, as they implement hygienic working practices and manage accidents or illness well.

The provider uses self-evaluation well to gain an understanding about what may need to be improved in the setting. This involves staff, parents and children and leads to target setting to bring about desired improvements and to enhance outcomes for children. All staff feel that they can contribute to this agenda and enjoy the challenge of building on what they already achieve with children. This reflective and constructive approach has brought about many improvements since the last inspection.

The setting takes many opportunities to build a good working partnership with parents which recently has included them spending time in the setting. In addition, the setting works with a good understanding of the value of wider partnerships to support the ongoing learning and development of children.

Children play in spacious accommodation which is very well organised and which children find interesting and stimulating. Care is taken to ensure that children access age appropriate resources and activities to support their all round learning and development. Staff support children sensitively which allows them to direct their own play while still offering them appropriate support and guidance. Timely interventions by staff help the setting maintain its purposeful atmosphere. The setting promotes inclusive practice at all times as all children are known as unique individuals with the ability to build on their present achievements and competencies. In addition, children of all ages learn about their diverse world as they play and find out about their environment and wider community. Children with additional learning needs or who learn English as an additional language are well supported by the setting.

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

Children generally make good progress as they access mainly appropriate learning opportunities which are largely child-led. The setting has systems in place to establish children's starting points and interests. A range of unobtrusive observations are made to gain an understanding of their progress. Key persons share information on children with other practitioners as they decide on what children's next steps in learning should be. Assessment information is shared with parents and children's learning journeys are well documented. This approach helps to ensure that children face interesting activities with an appropriate degree of challenge. However, the setting does not always use what it knows about children to ensure that all learning is fully supported and progress towards the early learning goals maximised.

Staff support the choices made by children well. As a result, children become involved in role play activities, use small world equipment and use information and communications technology resources through age appropriate activities. Children of all ages play in a language rich environment with a high priority given to both spoken and written language. This promotes children's communication skills and their understanding and meaning of letters and sounds. Children show a positive attitude to books and readily share them with adults. Children also enjoy listening to music, nursery rhymes and singing, which often helps their understanding of literacy and numeracy. Older children enjoy learning basic French vocabulary from a visiting teacher and all children learn about different places in the world. The setting's link with Japanese students offers many useful learning opportunities to children. The setting's staff have a very good understanding of the Early Years Foundation Stage and of how young children learn through play and first hand experience.

The setting promotes children's welfare very well. All children are safeguarded and have an understanding of their own safety and that of others. Children behave very well as they share, take turns and involve each other in their play activities. Staff manage children's behaviour expertly as they set clear expectations and are positive role models. Children are supported in gaining an understanding of the varying needs of other children, for example, that children of different ages will have different strengths and weaknesses. In addition, children show the ability to concentrate and use skills that they have already acquired. They also understand that different activities require different responses, for example, when eating snack at a table or when involved in activity outdoors.

The setting promotes outcomes for children well. Children are happy in the setting as they make choices, have conversations and decide to play outdoors. Children explore available spaces and show a motivation to make decisions about how they spend their time. Children feel safe and even the very youngest children benefit from close and trusting relationships with adults. Children learn about healthy life styles and choices as they enjoy being active and learn about growing their own food. Most children encounter challenge confidently and respond well to the

expectations that adults have of them. Children generally acquire skills and abilities which are appropriate to their age and their progress ensures that most children are prepared well for future learning needs.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

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	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

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