

Abacus Pre-School Nursery

Inspection report for early years provision

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EY243716

Inspection date

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Inspector

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Setting address

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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.

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 Pre-School is privately owned and is one of a group of three. The pre-school was registered in 2003 and operates from a detached converted garage building in the Heaton area of Bolton. The pre-school serves the local area. The children's playroom is situated on the first floor and access is by a stairway. There is a fully enclosed area available for outdoor play.

The pre-school opens Monday to Friday for 51 weeks of the year. Sessions are from 8.15am until 5.45pm. Children are able to attend for a variety of sessions. A maximum of 20 children may attend the pre-school at any one time. There are currently 32 children attending who are within the Early Years Foundation Stage. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The pre-school provides funded early education for three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs five members of child care staff. Of these, two hold appropriate early years qualifications at Level 2 and three at Level 3 or above. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners have a very good understanding of the Early Years Foundation Stage to support children in making good progress towards the early learning goals. The learning environment is inclusive and positively promotes diversity, good behaviour and independence. It is safe, well planned with good resources within easy reach of all children. Documentation to support the efficient and safe management of the setting is in place. Good partnerships with parents and others ensure that quality, meaningful information is shared. The outstanding systems for evaluating the quality of the provision and the management team's drive and ambition contribute significantly to improving outcomes for all children.

What steps need to be taken to improve provision further?

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

- ensure all practitioners are consistent in regard to ensuring children have completed the requested task before praising them in order for the praise to be meaningful and deserved
- provide appropriate crockery for children at snack time to enable them to manage their snack appropriately.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding are good with robust procedures for vetting staff in place. Checks include criminal records, references and checking qualifications to ensure the suitability of all adults to be with the children. Good supporting policies are in place and clearly outline the procedures to follow should staff have a concern regarding child protection. Staff are fully aware of their responsibility to protect children and to keep them safe. The lovely and welcoming premises are safe and secure with daily checks and comprehensive risk assessment in place. The policies and procedures are effectively organised to ensure the safe and efficient management of the setting. Quality resources are all accessible to children in clearly labelled boxes to assist in their decision making. The staff use their knowledge of the Early Years Foundation Stage to progress children across all six areas of learning. Efficient planning is in place and contributes to meeting children's individual needs.

Partnerships are good with meaningful information shared, for example, information about the organisation of the setting is displayed on the notice board within the entrance hall. This includes the policies and procedures and staff details. Parents' views are asked for and they are invited into the setting to look at their child's work. In discussion parents comments are positive and include the friendliness of the staff and the good progress their children are making. The provision of the stimulating environment, access to quality resources and the good deployment of staff mean children are all equal and have an equal opportunity to participate. Through topics and available resources children's understanding of diversity is promoted. The nursery commitment, ambition and enthusiasm in bringing about improvement and promoting good outcomes are outstanding. Through comprehensive and meaningful self-evaluation and reflecting on their practice they have an outstanding understanding of where they are in their practice. Actions to improve the setting, such as, the revamping of the outdoor area have meant that children have greater choice and access is improved. High expectations are the norm and set high standards across the nursery. As a result, outcomes for children are good.

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

The practitioners' good understanding of the Early Years Foundation Stage enables them to plan an educational programme to ensure children make good progress towards the early learning goals. Children's starting points are established by completion of meaningful documentation with the parents. Good use of the observation and assessment procedures further enables staff to identify children's individual needs. Monitoring systems are in place to ensure children are given a rounded approach to their development. Planning is in place linking clearly to the early learning goals. This is complemented by the good observation and assessment procedure which focuses on each child's interests and needs, identifying their next steps for learning.

Children access all areas of the provision as they make decisions regarding what they wish to play with. They take part in a good balance of adult-led and child-initiated activities, for example, construction and sand play are areas of free play. Practitioners lead on story time and the more focussed activities, for example, creative card making. Children move freely and confidently being very engaged in their play. They roll and poke the malleable materials as they learn about how the medium changes its shape. They dig and explore the sand, filling containers and using tools for a purpose. They build towers and count the bricks, using mathematical language as they describe the towers as bigger and smaller. Children work well together as they explore mark making, chatting as they play together. Through counting and using numbers in their play children learn about mathematical concepts. They access books and enjoy the story time, joining in with the story as they laugh and remain engaged and enthralled. They are very competent with the computer as they change the colours on the screen demonstrating their competence with the mouse. They support each other and laugh and chat about the changing colours on the screen as they decide to make it yellow or red. They play and learn in an inclusive environment in which their understanding of diversity is promoted. They observe pictures and use resources that assist them in learning about the people of the world.

Children behave well and are praised and rewarded to promote their good behaviour. However, this was not consistent with all staff and very occasionally they are praised incorrectly as the given task is not monitored. Therefore, it becomes meaningless. Children are able to attend to their own personal needs in the bathroom and manage their own clothing when playing outside. Through observing good hygiene practices with staff and taking part in planned topics to develop their understanding, they learn about their bodies and how to make healthy choices. At snack time plates were not available for the children to put their snack onto and therefore, is not consistent to the good practice observed. However, this practice was changed with plates provided immediately. This action demonstrates the ability and willingness of the staff to change and improve practice for children. Overall, children play and learn in environment that develops good attitudes to learning and encourages them to become active learners.

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	1

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	1
The effectiveness with which the setting deploys resources	2
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	1
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

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

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