

# Abacus Nursery School

Inspection report for early years provision

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<b>Unique reference number</b>	EY369276
<b>Inspection date</b>	23/05/2010
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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*.

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## Description of the setting

Abacus Nursery School opened in 1994 and re-registered under the same ownership in 2008 due to a change of company name. It is located in three rooms on the ground floor of a church building in South London. There are two enclosed outdoor areas for play and gardening activities. Access to the building is level and there are toilet facilities for the disabled.

The nursery cares for children aged from 12 months to under five years. Children who are in the early year's age group who attend school locally during the day can attend for short sessions after school each day. The babies and the younger and older children are based in different rooms but the accommodation is used flexibly and children come together for meals and some activities every day.

The group is open for five days a week from 8.00am to 6.00pm for 48 weeks per year. There are currently 55 children on roll who are all within the early year's age range. Thirteen children receive funding for nursery education. Children attend for a variety of sessions. Some children have learning difficulties and some are learning English as an additional language.

The setting is registered on the Early Years Register to provide a maximum of 50 places for children in the early year's age range.

The manager and ten members of staff work with the children and all have appropriate qualifications and experience to at least NVQ level 2 and three members of staff are undertaking further relevant training. Students from local colleges and training organisations are offered placements in the nursery on a regular basis.

The nursery is supported by a visiting member of staff who has Early Years Professional Status. Specialist teachers also visit the setting four days each week to lead music, drama and dance activities for children in all age groups.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress at Abacus Nursery where they appear happy, settled and motivated to learn. They are able to access a wide range of play opportunities that are organised well to meet their developmental stages and interests. A secure knowledge of each child's needs enables the staff team to promote children's welfare and learning with success. The setting works well with parents and this is significant in meeting children's needs through good continuity of care.

The setting demonstrates a good capacity for continuous improvement through the self-evaluation processes which involve all staff.

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

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

- improve nappy changing procedures to promote good hygiene
- check all fire detection and safety equipment is in working order and fit for use, especially the fire blanket in the kitchen
- check the safety of the drain in the front garden

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

Clear strategies and procedures are in place to ensure the safeguarding of the children. All staff have completed background checks to ensure they are suitably qualified, experienced and appropriate people to work with children. Induction for new members of staff ensures they become familiar with the settings routines, policies and procedures. Through discussion staff demonstrate a good understanding of safeguarding procedures. Staff are aware of what action to take should they have any concerns about the welfare of a child within their care. Although regular risk assessments are conducted, the drain in the front garden needs to be made safe and whilst a fire blanket has been obtained, it has not been fitted in the kitchen.

Staff have a good knowledge of each child's background and needs. Staff demonstrate a commitment to inclusion and work closely with parents, and other childcare professionals such as speech therapists, to ensure all children achieve their full potential.

Staff have established good relationships with parents and carers. Staff speak to parents daily about their child's day. Staff also complete written sheets which keeps parents informed of what their child has eaten, sleep times and what activities they have taken part in. Regular newsletters are also produced and parent meetings serve to keep parents informed of their child's developmental progress.

Both the management and the staff team demonstrate a strong commitment to making continuous improvements. Areas for improvement have been identified through discussion and the completion of Ofsted's self-evaluation form.

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

Children are happy and enjoy being at Abacus Nursery. They are cared for by staff who are caring, kind and work hard to provide a range of stimulating and fun activities which help children achieve and enjoy learning. Babies and toddlers have formed warm trusting relationships with staff. They readily approach staff for

reassurance, support and cuddles.

Younger children become competent learners as they explore resources through their senses. For example, babies and toddlers love to investigate cause and effect toys. They push buttons, open and close flaps and talk on toy telephones. Children also enjoy exploring different textures such as the silky feel of soft scarves. Toddlers are able to problem solve as they build using construction bricks working out how to fit these together. Painting activities enable all children to be creative and experiment with different colours.

Children's knowledge and understanding of the natural world is well provided for. They have opportunities to plant vegetables such as courgettes, sweet corn, potatoes, beans, carrots and beetroot in the garden area. During this inspection, children planted tomatoes in hanging baskets. Using their fingers they make a hole in the soil, carefully the young plants are put into hole and then the roots are covered with soil and then watered.

Activities are planned across all six areas of learning. Each child is assigned a key person whose responsibility it is to ensure observations are completed and that these observations are used to plan for each individual child's next steps in learning. As children play staff complete meaningful observations and photographs of the children participating in various activities are taken. A system to track children's progress has been implemented. Observations of children's achievements are recorded under each area of learning and their next steps planned for.

Children's physical wellbeing needs are generally met well. Staff wear disposable gloves when changing nappies and ensure that the changing area is cleaned after each nappy change. However staff do not wear aprons when changing nappies.

They are provided with opportunities to be active when playing in the outdoor play areas which enable them to acquire physical skills. For example children ride tricycles and play with balls. Children are also able to be imaginative as they play in the play house and role-play in the post office.

Meals are provided by a staff cook and are generally well balanced and nutritious. Provision is made to provide for children's individual dietary needs or religious observance. The preschool children help to lay the tables ready for lunch. They lay out the cutlery and put the chairs out. Lunch time is relaxed and staff sit and eat with the children. After lunch the younger children who attend are able to rest.

The staff team provides an inclusive environment where all differences are valued and activities adapted to ensure all children can participate. Children attending with additional needs are well supported. Their parents are included in all discussions and the assistance of other professionals such as speech therapists is organised.

The nursery is committed to promoting positive images of the diversity of people within the local community and the wider world. There are appropriate toys and resources such as dressing-up clothes, books and puzzles that reflect difference.

Children celebrate cultural festivals and events such as Ramadan and Chinese New Year. They have opportunities to taste food from the Caribbean and from China, and parents are actively encouraged to share aspects of their own culture with the nursery as a whole.

Generally children behave well and understand the rules. If reminders are required staff deliver these in a calm and patient manner. During group time children in the preschool room talk about the importance of sharing and being kind to each other. Group-time is a firm favourite and the children enjoy listening to stories together, with staff asking open ended questions to encourage conversation and new vocabulary.

Everyday experiences such as children putting on dressing up clothes and taking off and putting on their shoes encourage their self care skills. Children enjoy their outdoor play space and have daily opportunities to enhance their physical skills. Interaction with other children and the staff team enable children to develop positive social skills and develop valuable 'getting along skills' for their future learning and development.

## 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	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

<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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