

# Abacus Pre-School Nursery LTD

Inspection report for early years provision

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**Unique reference number** EY419793  
**Inspection date** 20/09/2011  
**Inspector** Karen Millerchip

**Setting address** Warwickshire County Council, Dasset C of E Primary School, Memorial Road, Fenny Compton, SOUTHAM, Warwickshire, CV47 2XU  
**Telephone number** 01295771050  
**Email**  
**Type of setting** Childcare - Non-Domestic

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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 Pre-school Nursery opened in 1991 and re-registered in 2011. It operates from a classroom attached to the primary school in Fenny Compton, Warwickshire. All children share access to a secure enclosed outdoor play area. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 31 children aged from two years six months to under five years on roll. The nursery is able to support children with learning difficulties and/or disabilities and children who speak English as an additional language. The nursery employs six members of staff, all of whom hold an appropriate early years qualification at level 2 or above.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children flourish in this stimulating, well-resourced, child-friendly environment where all are valued and included. They are confident, enthusiastic and eager to be involved and, as a result, staff put children's needs first and use their knowledge and experience to effectively meet the individual needs of the children. Children are making excellent progress in their development and learning. Very strong partnerships have developed with parents and other agencies to ensure continuity of care for the children. The majority of documentation is up to date and policies effectively promote the smooth running of the setting. Robust systems for self-evaluation identify realistic and achievable areas for development so they have capacity for continuous improvement.

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

To meet the specific requirements of the EYFS, the registered person must:

- obtain information from parents in advance of a child being admitted to the provision, regarding who has legal contact with the child, and who has parental responsibility for the child(Safeguarding and promoting children's welfare). 07/10/2011

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

- review the risk assessment to include minimising the risk of cross-infection with regard to hand-washing procedures and the use of a shared hand towel.

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

Children are effectively safeguarded and relish their time in this exceptionally well-run preschool group. They benefit from rigorous recruitment and selection systems that ensure staff are suitable and induction procedures are thorough. Staff demonstrate an excellent understanding of their role and responsibilities with regard to protecting children from abuse and neglect. The majority of required documentation and records are efficiently maintained and parents and staff are made aware of the comprehensive range of policies and procedures which are regularly reviewed and updated. However, information regarding who has legal contact with the child, and who has parental responsibility for the child is not in place and this potentially compromises children's welfare. Thorough risk assessments are in place and daily safety checks ensure children can play safely. Access into the setting is via a member of staff and security systems are robust. All visitors are asked to provide personal identification before entering and a record is kept of all visitors.

The routines for the day and the deployment of resources are extremely well organised to enable children to make choices in their play. Staff ratios often exceed the required levels and this provides children with extra support as they play and learn. The school playground and fields are accessed during the session as an additional learning environment. Staff continually access training and use their knowledge very effectively to ensure continual improvement. For example, all aspects of the provision are evaluated, which results in a clearly defined improvement plan aimed to consistently improve the care provided.

All staff have early years qualifications and the staff team meet regularly to cascade any new information they have acquired. Annual appraisals enable individuals to identify their own needs and share ideas to improve the service. Excellent partnerships have been formed with other professionals involved in the children's lives which ensure continuity of care and coherence of information. Staff enjoy extremely good working relationships with parents and effective communication systems are in place. Key persons are effectively assigned to individual children to ensure their needs are met. Parents are continually kept well informed about the provision through newsletters, parents' boards, open evenings and daily verbal communications. Questionnaires provide opportunity for all parents to share their views. Parents value highly the care they and their children receive. They find staff to be 'very approachable and friendly' and parents value the opportunities for children to visit the school, which promotes a smooth transition. Staff obtain detailed information about each child's needs when they start, which enables staff to plan effectively for their individual needs. Any additional support for children with special educational needs and/or disabilities is well founded. Parents are keen to share their child's achievements within the home and have input into their child's learning journal to help staff identify progress in other areas.

Staff have formed very effective links with the local early years department, the host school and the area special needs coordinators so children's needs are further

supported. Staff provide an inclusive, welcoming environment where equality and diversity is consistently promoted. Children learn about each other's differences, people in their local community and the wider world through planned activities and the use of high quality resources.

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

Children are extremely settled and relaxed and make superb progress in their learning due to the high levels of support and enthusiasm of all staff members. They confidently approach adults for support showing that they feel safe and secure. Children's behaviour is excellent and staff are good role models. All within the setting treat each other with respect and kindness and children learn to share and take turns. Children show very good manners and politely ask staff for help, for example, when getting dressed for outside play or at lunch time.

Children understand the importance of good hygiene and most children are skilled at using the liquid soap to wash their hands. However, the practice of using a shared hand towel does not minimise the risk of cross-infection. They enjoy a wide variety of nutritious snacks, including fruit and vegetables, and help to pour their choice of drink. At lunch time children can choose to bring a packed lunch or have a hot meal.

Children's safety is promoted very effectively and staff use daily experiences so they develop a good awareness of how to stay safe, for example, children line up in the garden to access the steps safely. Excellent systems are in place to ensure the safety of staff and children at all times, and effective risk assessments ensure children's safety both inside and outside. Children develop confidence and awareness in an emergency as they regularly practise evacuation procedures and talk about keeping each other safe.

Children are self-motivated and actively occupy themselves, but are happy to include staff in their play. Children thoroughly enjoy group time where they complete the daily calendar and weather board and discuss how many children and adults are present. They show great excitement as they join in with familiar parts of a favourite story and staff use props to encourage further language development and ensure children remain engaged and interested. Staff are skilled at assessing each child's level of involvement to ensure they enjoy the experience. Children enjoy access to the outdoor play area at specific times during the day, where they competently use a range of equipment that include bean bags, balls and climbing apparatus. Staff initiate games that encourage number, shape and colour recognition to enhance children's learning in the outdoor environment. They learn about healthy lifestyles through daily exercise and discussions that link healthy food to healthy bodies. Children enjoy counting songs and eagerly become involved in action rhymes. They have access to electronic resources that include a computer and a CD player and are keen to learn how to operate equipment. Resource boxes are stored at low level and are clearly labelled with pictures and words. This provides children with excellent opportunities to independently select the resources they want as they initiate their own play and learning. Children are

consistently occupied and involved and the staff are actively interested in what children have to say.

Comprehensive observations and assessments of children's learning enable staff to plan effectively and in detail for each child's individual needs and future learning. Children's achievement records are available to parents at all times and key dates within the year are planned for more formal consultations with children's key workers. Therefore, parents are kept up to date and involved in their child's learning. Children show a good understanding of letter sound links as they carefully listen to and identify the initial sounds in words and identify words that rhyme such as 'snack' and 'Jack'. Therefore, children develop skills that will support them in the future.

## 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	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	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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	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