

ABC Early Learning & Childcare Centre UK Ltd

Wolverhampton Business Park, Brabourne Avenue, Wolverhampton, WV10 6AU

Inspection date	20/09/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Practice is based on staff having a secure knowledge and understanding of how to implement the Early Years Foundation Stage framework. They interact with the children, engaging them in meaningful conversation and promoting their language and communication abilities well.
- The children settle well in a safe and secure atmosphere and are engaged in play which interests and motivates them. Staff provide interesting and challenging experiences that meet the needs of all children.
- Staff create a bright and stimulating environment and offer an inclusive and welcoming service for all children and their parents.
- The commitment and enthusiasm of the proprietors and staff to make continuous improvements to the resources and the environment to support children's learning and development are a key strength.

It is not yet outstanding because

- Staff do not always encourage children actively seek ways for themselves in order to solve problems which they encounter during play.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the three play rooms and the garden.
- The inspector held a meeting with the manager and proprietors of the provision.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Jasvinder Kaur

Full Report

Information about the setting

ABC Early Learning and Childcare Centre UK Ltd opened in 2012 and is one of two provisions managed by the company. It is privately-run and operates from new purpose-built premises on the Wolverhampton Business Park. The children have use of nine ground floor rooms within the centre and access to fully enclosed areas for outdoor play. The nursery is easily accessible for all, including wheelchair users. The nursery serves children and families from the local and surrounding areas.

The nursery is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. There are currently 76 children aged from three months to five years on roll. The nursery operates from 7.30am to 6pm every weekday for 51 weeks of the year, excluding bank holidays. It receives funding for the provision of free early education to three- and four-year-old children.

There are 15 members of staff, including the manager, who work directly with the children. Of these, 12 hold early years qualifications at level 3. Additional housekeeping staff are also employed.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- encourage children to be active learners by supporting them to find ways of solving problems which they encounter during play for themselves.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy, enjoy coming to the nursery and have a positive approach to learning. They take an interest in the activities available and relate well to their peers and staff, who support and encourage them to develop in confidence. Staff's good skills in identifying next steps in learning ensure that individual interests, capabilities and ages are taken into account in the planning of activities. They have set up a system to maintain children's individual profiles.

Staff engage with the children, involving them in conversation and promoting their language and communication abilities well. Children are, therefore, supported in extending their vocabulary by sharing their thoughts and experiences throughout the session. During group activities, children show good listening skills and respond enthusiastically while listening to stories. Good opportunities are provided for all children to write for different purposes, to recognise and write their own names and to use their phonic knowledge for linking sounds and letters. They practise their writing skills in a variety of ways, using pencils, crayons, chalks and paintbrushes. Whilst children enjoy focused activities, for example, learning what household objects are used for, staff do not always encourage children to find ways to solve the problems which they encounter during play to help them to persevere or find their own solutions. This means children are not encouraged to analyse situations and develop strategies. Staff organise the environment to enable babies and young children to be active and improve their abilities in coordination, control and movement. Children respond with delight to rhythms and songs, copying the actions while

listening to 'Wind the Bobbin up' or 'Roly Poly'. Babies are emotionally secure, they enjoy their environment, smile at staff and visitors and are confident and content.

Children's health and well-being is a priority for the nursery. Staff emphasise the benefits of outdoor play and indoor physical activities on a daily basis. There are separate outdoor play areas for babies, toddlers and pre-school children. Each area is provided with a canopy to shelter them from the weather. Daily access to the outdoor play area provides a balanced and broad range of opportunities in all areas of learning. Staff encourage healthy eating through relevant activities, as well as, verbal communication to explain the benefits of nutritious food. Staff create a sociable and relaxed atmosphere at mealtimes and all children enjoy freshly cooked meals on site.

Staff create a secure environment where children demonstrate a sense of trust and develop warm relationships with adults and peers. Good organisation of resources promotes inclusion and provides free choice to encourage children's independence in initiating their own play. A wealth of displays of children's own art work and visual aids support children's learning and self-esteem. Celebrating festivals of different religions and cultures all through the year, and a selection of resources depicting positive images of diversity, help children to understand and respect the values of others.

The contribution of the early years provision to the well-being of children

A well-established key person system ensures consistent care for children, which helps them to feel happy and secure. Staff carefully observe the responses of new children before allocating a key person. Consequently, all children, including babies, establish warm relationships with staff. Babies enjoy cuddles and being held by staff for physical and emotional comfort and show a strong sense of belonging within the nursery. Young children play in both small and large groups and enjoy the company of pre-school children at mealtimes. They initiate their play and invite peers to join in.

The resources and play opportunities provided succeed in supporting children as they all display high levels of confidence and self-esteem, can play together and negotiate. They select and choose activities and enjoy the responsibility of carrying out small tasks, such as tidying up toys. They develop self-care skills, for example, asking for seconds at lunchtimes and making healthy choices at breakfast, lunch and snack times. Children are supported well so they understand the importance of basic personal hygiene. They brush their teeth after lunch and wash their hands before they eat and after using the toilet.

Staff use consistently applied strategies and provide clear guidance, therefore, children behave well, demonstrating an understanding of the set boundaries and expectations within the setting. They learn to keep themselves safe through practical daily routines and staff guidance. Through themed activities, they learn about road safety and the possible risks of talking to strangers. Staff encourage them to express their views and make choices. Children show confidence in choosing their favourite songs and stories. This contributes to the level of their self-esteem and general well-being.

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

The management team is motivated to enhance practice through collating the views of staff, children and parents in order to identify areas for further improvement. Staff receive ongoing support from the local authority who review the educational programme. This ensures a broad range of experiences are provided and monitored to help children to make progress towards the early learning goals. Regular staff appraisals ensure practice is monitored and under-performance is tackled effectively. There is a clear improvement plan which leads to better outcomes for children. Policies and procedures are under continual review and the required documentation is effectively maintained.

The safeguarding and welfare requirements of the Early Years Foundation Stage are understood by the management team and are well met. Staff have a clear understanding of safeguarding children in relation to child protection issues. They receive regular training on safeguarding and are aware of their responsibility to report any concerns. Systematic recruitment and vetting procedures, including the successful induction of new staff, ensure that children are safe. Security of the premises is given a high priority and is well maintained throughout. To eliminate hazards, a detailed risk assessment and daily safety checks are carried out in all areas.

The active involvement of parents is encouraged through daily verbal feedback, diaries and the sharing of children's learning journals. There is a 'Celebration Star' for parents to display children's achievements at home. This encourages parents to be dynamically involved in extending children's learning through play. Parent's views are sought formally and informally through discussion and documentation. They speak highly of the service and regard the outdoor play areas as 'incredible' and staff as 'very knowledgeable and informative'. They appreciate how well staff adapt to children's routines.

Staff work in partnership with other professionals involved in promoting specific children's needs, and they can demonstrate how to involve other providers delivering the Early Years Foundation Stage to children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY438625
Local authority	Wolverhampton
Inspection number	786755

Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	122
Number of children on roll	76
Name of provider	ABC Early Learning & Childcare Centre UK Ltd
Date of previous inspection	Not applicable
Telephone number	01902 840402

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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