

# Abacus Nursery School

Abacus Nursery School, Laitwood Road, LONDON, SW12 9QH

<b>Inspection date</b>	13/09/2012
Previous inspection date	23/05/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- The manager carries out regular staff supervisions and makes sure each member of staff is able to carry out further training.
- Resources are suitably arranged to allow the children choose what they would like to play with.
- Children are happy and settled as they are cared for by caring staff. Children show levels of independence and share resources well.

### It is not yet good because

- Supervision of the educational programmes isn't fully effective to progress the children's learning and development.
- The system to monitor the manager and the nursery is not fully effective to ensure the correct education programmes are in place.
- Deployment of staff isn't always effective as some are left alone for prolonged periods.

## 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.

## Inspection activities

- One inspector carried out this inspection in one day.  
The inspector spent equal time observing the outcomes for all groups of children;
- under twos and over twos, both inside and outside. The inspector sought the views of children through discussion with them and observation of their play.
- Parents were interviewed and their views taken into account.
- The inspector discussed leadership issues with both the manager and staff from the main office.  
The inspector sampled records and documentation relating to: children's progress and development; safeguarding and staff suitability; the settings records relating to quality assurance and self-evaluation.

## Inspector

Rebecca Hurst

## Full Report

### Information about 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. The group is open for five days a week from 8.00am to 6.00pm for 48 weeks per year. There are currently 79 children on roll who are all within the early year's age range. Children receive funding for nursery education. Children attend for a variety of sessions. Some children are learning English as an additional language. The setting is registered on the Early Years Register.

The manager and ten members of staff work with the children and all have appropriate qualifications and experience to at least NVQ level 3 and one member of staff is undertaking further relevant training.

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, French, library, drama and dance activities for children in all age groups.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- Develop monitoring systems further to make sure providers are fulfilling their legal responsibilities in overseeing the educational programmes for children's learning and development and implementing the revised Early Years Foundation Stage curriculum and develop accurate and precise assessments to effectively plan suitably challenging activities to meet children's learning and development.

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

- Monitor the deployment of staff to make sure staff are not left alone with children for long periods of time

### **Inspection judgements**

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

All children are making satisfactory progress, based on their starting points for learning overall. This means that children are achieving at least what is expected of them. Observations are used by the staff in the planning of activities. However, currently the observations are not fully evaluative with the next steps of learning to show how the staff are progressing them further, and challenging them with their learning and development. Activities planned currently do not reflect the children's next steps of learning and as a result, it's not fully clear how the observations are used effectively.

The revised Early Years Foundation Stage curriculum is currently not in use within the nursery. Currently staff are not aware of the changes that have been made to the

curriculum and as a result do not have a secure knowledge on promote the children's learning and development.

Some staff use descriptive words to talk to the children about what they are doing. Children in the pre-school room have their communication and language nurtured through the staff's use of open ended questions for them to think about what they are doing. Children transition well between rooms and the settling in processes allow children to bond with staff before they start. Parents are kept informed of the progress their children are making and attend regular parent's evenings to discuss their children's development with the staff.

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

Children are happy and settled attending the nursery. Children build a bond with their key person and enjoy snuggling up to read books and to gain reassurance during their first days back in the nursery. The interactions the staff and children have show they feel safe and secure. Children's individual routines are nurtured by the staff and through the settling in process key persons can get to know the children before they start. This enables the children's individual needs to be met.

Children's welfare is promoted by staff who demonstrate a suitable understanding of their responsibility to act on any safeguarding concerns. Children move freely between the indoors and outdoors ensuring that they receive plenty of fresh air. However, during these times the deployment of staff is not always effective as some are left for prolonged periods by themselves with a group of babies. Physical activities are promoted during outside play for the younger and older children. Toddlers have access both in their room and during outside play to enhance their physical development.

Children participate in a range of extra activities from additional teachers such as dance and movement, French and music. This enables the children to enhance their learning and development in these areas. Effective behaviour management procedures are in place. Staff are aware of their roles and responsibilities and are good role models. Given the children's ages and stages of development they play and share well.

Children have healthy meals prepared for them on the premises. Currently staff serve the meals and pour the drinks for the children which hinders their learning of independence skills. Children wash their hands before any meals and staff take time to talk to them about why they need to do this. Children in the past have opportunities to grow their own fruit and vegetables and to learn about healthy eating.

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

Staff supervision is carried out by the manager. Both her and the senior staff observe the staff's practices and monitor the activities that are carried out to make sure they promote

the children's learning and development. Informal appraisals take place to discuss their practice and further training opportunities. Currently the supervision of the manager by the provider is not effective as they are not aware of the revised curriculum and what needs to be put into place. Consequently, the manager and staff are not aware of what they should be doing with the children and they do not have a good overview of the current educational programmes.

The self-evaluation is completed by all staff. Staff collect views of the parents and use this information in looking at areas to improve and change. The staff also look at the children's likes and dislikes and change activities according to the views of the children. The manager is able to highlight the key strengths within the nursery and what areas they need to work upon. Staff have worked on the previous recommendations set for them and proactive in making the necessary changes to implement these.

Parents are happy in the nursery and feel the staff are a key strength with the support they give to them and their children. Parents describe the kind, caring and consistent staff team as a key strength. Staff work with the schools the children are transitioning to and provided reports for them to see the progress the children have made. Some teachers come to the nursery to observe the children to work with the settling in process for them.

## What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
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

<b>Unique reference number</b>	EY369276
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	882473
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	79
<b>Name of provider</b>	Abacus Kindergarten Ltd
<b>Date of previous inspection</b>	23/05/2010
<b>Telephone number</b>	0208 6758093

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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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