

ABC 123 Day Nursery Ltd

Unit 3 Warrington Business Park, Long Lane, WARRINGTON, WA2 8TX

Inspection date	23/10/2012
Previous inspection date	23/11/2009

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

- The manager carries out regular performance monitoring. This ensures that each member of staff has an individual training and professional development plan that motivates and improves practice.
- Children are happy and keen to learn. They show good levels of independence, imagination and have good relationships with each other and members of staff.
- The indoor learning environment provides interesting activities that engage children and build on their interests.
- The whole staff team have a secure knowledge and understanding of the Early Years Foundation Stage. A good variety of play, discussions and group activities promote children's learning.

It is not yet outstanding because

- The outdoor area does not fully support all areas of learning.
- Children's starting assessments are not consistently identified across the age ranges.

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

- The inspector observed activities across the age ranges.
- The inspector spoke with the manager and registered provider.
- The inspector carried out observations of the children and carried out a joint observation with the manager.
- The inspector viewed all relevant documentation.

Inspector

Sandra Harwood

Full Report

Information about the setting

ABC 123 Day Nursery was registered in 2009. The setting is owned by a limited company and operates from the ground floor of a building situated on Warrington Business Park in Cheshire. Children are cared for in five different areas depending on their age and ability. There is a secure area available for outdoor play. The setting is open five days a week from 7.45am to 6pm, all year round. Children attend from the local community and surrounding areas.

The setting is registered by Ofsted on the Early Years Register. Children attend for a variety of sessions. There are currently 86 children on roll, of these; all are in the early

years age range. The nursery employs 17 members of staff, including the manager. All staff are suitably qualified in early years with qualifications ranging from level 2 to 5. Three support members of staff are also employed. The nursery receives support from the local authority early years advisory team and is a member of the Pre-school Learning Alliance. They are also members of the National Daycare Members Association.

What the setting needs to do to improve further

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

- provide a stimulating, well-resourced and welcoming environment, outdoors and plan activities to support children's all-round development and emotional well-being outside where they can explore, build, move and role play
- encourage parents' contribution to initial assessments of children's starting points on entry to ensure effective, targeted strategies and interventions support learning that match children's individual needs.

Inspection judgements

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

The learning environment engages children across the age ranges. They happily explore learning and play. A balance of adult-led and child-initiated activities facilitate children's learning. A good range of freely accessible resources meet children's individual needs and interests. For example, younger children access paint and show great enjoyment as they explore moving the brush around. They squash the paint between their fingers, laughing at the feel. Older children access scissors as they carefully practise their cutting skills.

The effective key person system supports engagement with all parents. The use of a 'Unique Me' book, sharing of learning journals and daily interactions, ensure that relevant information is shared. Effective systems of observation and assessment ensure that children are monitored in their development across the prime and specific areas of learning. The children's key person works closely with parents to establish where the children are in their development. However, initial assessments of children's stage of development are not clearly identified across the age ranges.

Staff carefully and skilfully question children during activities to ensure their active involvement. For example, during story time, staff reading the story engage the children through the expressive use of voices. They ask questions and give the children time to think and answer. Staff are aware of when and how to join in to guide learning. During

'foam' mark making, children have the opportunity to explore with the foam. They move it around the table, watching it make marks. When children begin to cover their hands and shake the foam around, staff intervene and redirect play. They discuss the letter 'm' and more able children recognise it as a letter in their name. Other children join in and some start to form recognisable letters from their names, in the foam.

Children create their own learning and show concentration as they explore the different sized containers in the water play. They repeat filling and emptying, watching intently as they do so. This helps to develop their mathematical skills. Others show cooperation as they agree to play 'dogs'. They help each other attach 'leads' to their trousers and proceed to crawl around the floor together. They discuss where they are going. 'We're dogs, so we go to the park'. This play develops their creative and imaginative skills. Children at the setting mainly operate within the expected development bands for their age. Those who are not, are identified and appropriate support is given.

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

Snack and mealtimes are social events, which give children good opportunities to promote their communication and language skills. Staff sit with children and talk about a range of topics. For example, they talk about hair being 'springy'. Other children join in the conversation and discuss what they have in their hair and how it feels. Relationships are strong at all levels and children are learning to respect and tolerate each other's differences. They are prepared for the next stage in their learning, as parents and staff work well together. A gradual settling-in time with visits of increasing length, enables the child and family to get to know their new key person.

All staff members have a good understanding of and give children's safety, priority. All areas used by the children are risk assessed and they show an awareness of the procedures in place. Older children demonstrate this as they carefully walk to the bathroom. Very young children are carefully attended to during nappy changing, as staff follow safety procedures. Children's understanding of a healthy lifestyle is supported as they talk about the food they eat and why it is good for them. Older children are aware of germs and why it is important to wash their hands. Regular outdoor play for all the children supports physical development as they have the opportunity to run, jump, climb and use the wheeled toys. However, the outdoor learning environment does not support all seven learning areas.

Children clearly enjoy their time in this setting and display secure relationships with all members of staff. The very young children readily communicate when they are in need of reassurance or feel tired. Staff respond to their needs through cuddles and gentle talking to them. The older children confidently approach staff to tell them what they need or how they feel. Staff are positive role models, who give good eye contact, play at the children's level and give one to one support when needed. For example, they are on-hand to support very young children, who are still a little unsteady, as they explore their surroundings.

Staff are well deployed across the setting. They use consistently applied strategies and provide clear guidance for children as to what is acceptable behaviour. The older children are involved in developing the rules of the room. There are visual reminders around the setting about manners and behaviour. The staff help children increase their independence and manage their own needs, relevant to their ages.

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

Children's safety and protection is assured because the provider and manager have a good understanding of safeguarding. Regular safeguarding training ensures that all staff have a secure knowledge of child protection issues and clearly identifies the procedure to follow should they have any concerns about a child in their care. Robust employment procedures are implemented and all staff undergo the required suitability checks. There is a strong commitment to staff training and development. This is achieved through attending training courses, in-house training and secure systems to support staff. Information is cascaded to other members of staff at monthly meetings. Regular supervision and monitoring of practice within each room ensures that there are a broad range of experiences to help children's progress.

The manager monitors planning and assessment procedures, ensuring that staff display an accurate understanding of children's interests, skills and progress. Staff know the children well and work closely with parents and other professionals to ensure that appropriate support is in place to meet their individual needs.

The manager and staff are committed to offering a high quality of care to the children and their families. The manager continually ensures that staff monitor and review policies and procedures to make sure they are current and drive improvement. The setting uses the self-evaluation process to highlight strengths and set action plans for improvement. This supports children's learning to progress. Parent's views are taken into the monitoring processes as they are asked to complete questionnaires and have the opportunity to put their ideas in the suggestion box. Positive responses about the practice within the setting include comments, such as 'the staff are really helpful and support me, my child talks with love about the members of staff and what she has done in nursery'.

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

Unique reference number	EY390313
Local authority	Warrington
Inspection number	886327
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	69
Number of children on roll	86
Name of provider	ABC 123 Day Nursery Ltd
Date of previous inspection	23/11/2009
Telephone number	01925 417615

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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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