

ABC Childcare

Meadowbank Primary School & Nursery Education Centre, Formby Avenue, Atherton, MANCHESTER, M46 0HX

Inspection date	29/11/2012
Previous inspection date	13/05/2009

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	1	1
The contribution of the early years provision to the well-being of children	2	1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children make superb progress towards the early learning goals in relation to their given starting points as they are expertly motivated to learn and show considerable levels of curiosity and independence.
- Staff are extremely enthusiastic about teaching children to learn and develop in a first rate environment where their individual needs are consistently planned for.
- An inspiring key person system supports a mutual sharing of information with parents which is expertly used to benefit all aspects of children's development. Parents views are extremely well incorporated so that the individual needs of all children are superbly met.
- Children's welfare is superbly safeguarded by staff who have an excellent knowledge and understanding of how to protect the children in their care.
- Challenging self-evaluation carefully monitors the provision and identifies clear plans for improvement. This includes the views of all staff, parents, children and the local authority advisor.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector toured the registered space and observed interactions and activities indoors and outside.
- The inspector took account of the views of parents and children from questionnaires, displays and discussions.
- The inspector spoke with the manager, staff and provider at appropriate times throughout the observations.
- The inspector provided clear feedback regarding the inspection to the provider and the nursery manager.

Inspector

Judith Kerr

Full Report

Information about the setting

ABC Childcare was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Meadowbank Primary School and children's centre in the Atherton area of Greater Manchester. It is one of six settings owned and managed by ABC Pre-school Limited. The nursery serves the local area and is

accessible to all children. It operates from six rooms and there are fully enclosed areas available for outdoor play.

The nursery employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level two and at level three. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 44 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. ABC childcare also offer out of school services. The nursery supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend existing opportunities for babies to play outdoors.

Inspection judgements

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

Staff have an excellent understanding of the seven areas of learning which ensures they are very skilled in planning to meet each child's individual needs. Teaching is inspirational as staff use their expert knowledge to identify specific starting points for each child and maintain exemplary records on how well they are progressing. Each activity is carefully evaluated to help identify and narrow any gaps in the children's learning. Consequently, children flourish and make the maximum progress possible. Children are relaxed and very eager to learn and embrace new activities with excitement. They mix together extremely well and offer one another support, which contributes to them learning about themselves and others.

Children are wonderfully confident in communicating their needs and preferences. They develop superb communication skills as staff continually engage with them, ask open-ended questions and listen intently to what they have to say. Babies and younger children have lots of eye contact with staff, who respond to their gurgles and early attempts to form words. Registration times are skilfully used to encourage older children to work out the days of the week and communicate by a variety of means as they speak aloud in front of their peers and sign their greetings. Mathematical skills are exceptionally well supported as staff use every opportunity to consolidate and extend children's ability to sort and match, recognise shape and count. Baking activities provide wonderful opportunities for children to weigh and measure ingredients and calculate 'more and less' and 'heavier and

lighter'. The environment is inspiring and challenges children to learn continually through the extensive range of highly stimulating resources. These are organised invitingly for children to make their own choices which promotes their confidence and self-assurance. However, there is scope to enhance the outdoor area by extending the existing provision for babies in relation to natural materials.

Exceptional systems to engage parents in all aspects of their child's learning are in place. Parents complete detailed records with staff on their child's admission to the setting so that a robust assessment of each child's abilities can be made. This ensures staff can plan specifically for individual children. The superb key person ensures parents are informed exceedingly well about their children's achievements and progress. They are regularly invited to meetings to share information about their child's development and make their own observations at home on the red sheets incorporated in the learning file. In addition, the 'wow' board proudly displays both staff and parent's observations about the children's successes.

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

An exemplary key person system which begins even before children start attending the nursery helps to ensure they each develop a strong relationship with staff. Staff have an expert knowledge of the children in their care and go to considerable lengths to ensure their individual needs are well met. This includes ensuring children are only ever released to specific named persons. As a result, children show high levels of a sense of belonging and are supremely confident and independent. For example, babies reach out for hugs from their key person and show determination to do things for themselves, such as putting a nappy on a doll. The environment is inspiring and challenges children to learn continually through the extensive range of highly stimulating resources. These are organised invitingly for children to make their own choices which promotes their confidence and self-assurance. Excellent links with other agencies and local schools ensure good quality information is shared. This promotes consistency for children's welfare and development to support transitions and next steps in learning.

Children have an excellent understanding of how to behave and respond very well to instructions and requests from staff. They develop exceptionally good relationships with staff and their peers as a result of their needs and abilities being agreed meticulously. The children are respectful and kind and show considerable understanding of the needs of others and how to share and take turns. For example, they attempt to fasten a friend's coat to keep them warm while playing outside on a cold day and share the play dough so everyone can have some. Excellent self-help skills are being developed as even young children learn to serve themselves from the buffet-style snacks which are continually available.

Children learn about health and hygiene because staff are very skilled in promoting this most effectively through daily routines. For example, children enthusiastically follow the vibrant hand washing procedures displayed in the bathrooms and delight in demonstrating they know where to put their used towels. Such routines help to minimise the risks of cross-infection. Staff use highly effective methods to help children understand how to

keep themselves safe. For example, they discuss fires and fireworks in the prelude to bonfire night and enjoy making their own pictures which reflect light. Staff give children gentle reminders about not climbing on furniture as they may fall. Regular fire evacuation drill practice significantly enhances their understanding of the procedures to follow in the event of an emergency. As a result of the exceptional care offered by staff they learn independence skills which will support and promote their future learning and eventual move to school.

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

Throughout the nursery staff have a superb knowledge and understanding of safeguarding procedures. They have an excellent awareness of the possible signs of abuse and knowledge of how to report any concerns appropriately. Meticulous risk assessments are completed for the premises and all outings to monitor children's safety. In the event of any problems staff promptly conduct a full investigation and review procedures to identify any possible weaknesses. Robust systems ensure staff are suitably checked and qualified for their role, and detailed records maintained of all induction, appraisals, supervision and training. All the required documentation relating to the welfare of the children is meticulously maintained to respect confidentiality.

Teaching highly motivates the children to learn. Systems for observing what children can do, assessing their progress and planning for their next steps are rigorous. Assessments are rigorous and together with a closely monitored tracking system help to ensure all children are making rapid progress. All children are working within expected levels or above given their age and starting points. The highly stimulating activities provided enhance all aspects of children's learning and offer realistic challenges which are suitable for the children participating. Consequently, all children are able to make exemplary progress.

Managers and staff set themselves extremely high standards and excellent systems are in place to help them continually reflect on their practice. Self-evaluation processes actively contribute to the highly effective provision and the outstanding service they provide. Evaluation takes account of the views of managers, staff, the local authority advisor, school, parents and children. Parents complete regular questionnaires and monitoring visits from the local authority are used to enhance the service provided and promote further improvement for helping children to learn and develop. Staff observe one another regularly and appraisals highlight training and development needs which ensures continuing professional development.

Staff place the utmost priority on positive partnerships with parents and other professionals to enhance children's care, learning and development. As a result, this is a key strength of the setting. Parents continually receive high levels of information about their child and are actively encouraged to be involved in their progress. Parents express superb levels of satisfaction with the service provided. They recognise their children's speech and social skills are developing extremely well. The parents' views and opinions are sought and incorporated into the routine and planning so that the individual needs of

children are met.

The Childcare Register

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

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

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	EY367012
Local authority	Wigan
Inspection number	893864
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	44
Name of provider	ABC Pre-School Ltd
Date of previous inspection	13/05/2009
Telephone number	01942 886111

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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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Piccadilly Gate
Store St
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M1 2WD

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