

Abacus Nursery (SW) LTD

293 Cheddon Road, TAUNTON, Somerset, TA2 7BA

Inspection date

Previous inspection date

04/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- A supportive key person system enables staff to develop positive relationships with the children and their parents. Therefore, the needs of the children are routinely met.
- Staff are well-qualified and experienced in delivering the Early Years Foundation Stage through an efficient programme for professional development to meet the needs of the children who attend.
- Staff are good at assessing the needs of children through effective arrangements overall, to monitor children's progression across most areas of learning.
- Through accurate self-evaluation and targeted plans for improvement, a stimulating and well resourced outdoor environment has been created that most children use well.

It is not yet outstanding because

- The youngest children do not always have sufficient opportunities to play and explore outside.
- Children who are preparing to move to the area of the nursery where those over the age of two are cared for are not given sufficient opportunity to play with children of a similar age in order to challenge their development further.

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 arrived at 9.15am, had a tour of the premises, and met with the manager.
- The inspector observed both age groups of children indoors.
- The inspector observed the older children using the outdoor play area.
- The inspector held discussions with relevant staff, the manager and parents.
- The inspector sampled documentation including children's records of achievement, policies and procedures.
- The inspector gave feedback to the deputy manager and room supervisor.

Inspector

Rachael Williams

Full Report

Information about the setting

Abacus Nursery (SW) Ltd is a privately owned nursery which opened in 2001 and re-registered under its current name in 2011. It operates from a large detached house in the north of Taunton, Somerset. Babies and young children are cared for on the first floor of the property, while older children are situated on the ground floor. There is an enclosed outside play area.

The nursery is registered on the Early Years Register. The nursery offers care to children aged from three months to four years old. There are currently 86 children on roll. The nursery supports children who have special educational needs and/or disabilities and who are learning English as an additional language. The nursery is open each weekday from 8 am to 5.45 pm, for 50 weeks of the year. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years old. The owner holds a level 3 early years qualification. She employs 16 members of staff to work directly with the children of whom, 13 have an appropriate early years qualifications. A cook is also employed.

What the setting needs to do to improve further

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

- plan further opportunities for the youngest children to explore the outdoor space
- provide different learning opportunities for two-year-old children so that they are supported to experience new challenges alongside their peers.

Inspection judgements

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

Staff have good knowledge of children's starting points, capabilities and routines. This is because they have ongoing discussions with parents and undertake relevant initial observations to clearly identify children's individual requirements. Staff use mind maps productively to influence planning. They are good at listening to children's ideas such as, spontaneous dancing while engaged in a focused activity of den building. On the whole, children are grouped appropriately so that they make good progress in their learning and development as staff make thorough assessments of children's needs, including the two-year-old check. However, there are missed opportunities for children of the same age to play together and engage in similar activities to challenge them further.

Children enjoy a wealth of experiences. For example, young children enjoy exploring the properties of paint. They show an interest in the effects of making marks and use paintbrushes purposefully showing good coordination. There are frequent opportunities for children to access a good range of books. Children handle the books carefully turning the pages correctly. Children point to the words and make up their own stories in response to the illustrations. Staff plan small group times well with clear learning intentions to challenge specific children to develop key skills in their communication and concentration

in readiness for school. In particular, there is effective support for children learning English as an additional language. Outside older children negotiate space well on the ride-on toys that challenge their physical skills. They show good spatial awareness as they manoeuvre the balance bikes. They adjust speed well to avoid collisions and to fit through tight spaces showing good spatial awareness. Children develop their play imaginatively such as, imagining the car is an ice cream van and selling ice creams to staff who challenge their thinking as they talk about the flavours and cost. Staff model new techniques well. For example, as children explore malleable materials staff show the children how to roll and manipulate the material into a specific shape so that children feel confident to have a go on their own. Children have a good sense of identity. Babies thoroughly enjoy the opportunity to look in the mirror and gurgle contentedly at themselves. Younger children benefit greatly from the stimulating environment provided which encourages them to explore independently.

Parents are strongly encouraged to be involved in their children's learning such as, through the completion of a development review which also highlights areas that parents would like staff to focus on. Staff keep them well informed about the activities children engage in and the current framework for instance, through newsletters and displays.

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

Children are well supported through the use of an effective key person system. Staff communicate exceptionally well with parents to enable continuity in their care. For example, staff regularly review babies' and young children's routines such as, their preferred sleeping positions. Staff work in partnership with parents to support children as they transfer from breastfeeding to bottle-feeding to ensure children are well nourished, happy and settled. Consequently, children have made secure attachments with their key person and other familiar adults. Children are encouraged to behave well and to respect others. When a child playfully tries to remove another child's dummy staff are quick to provide the child with an explanation and to distract their attention so that they begin to become aware of expectations. Children are aware of routines. They listen carefully to instructions and stand on a circle when it is time to tidy away.

Children learn hygienic practices as staff are good role models. Staff change younger children's nappies in a well-organised environment where their health is of a high priority. Staff are observant and as well as changing children routinely they also change them when needed. Staff consistently engage with the children as they are changed and babies show growing control of their body as they cooperate with staff. Children are aware of their own needs. For example, when thirsty young children raise their arms and point to their cups. Children access tissues independently when they have runny noses and dispose of them appropriately. Children develop a good understanding of healthy lifestyles. The dedicated cook provides healthy and nutritious meals which meet children's individual requirements. She has very good understanding of the preparation of food in a hygienic environment. Children become aware of their own safety through specific activities such as, safety week and Forest school. Visual props are available in children's role-play to support their understanding. There are regular visits from the police and fire services to

reinforce children's understanding of safety.

A stimulating, well-equipped outdoor area is generally well used. However, babies and young children do not have the same opportunities as older children to access it consistently each day. Staff have improved the organisation of the learning environment to promote children's independent choices. There is an abundant range of toys and resources that are clearly labelled and easily accessible. Staff have developed good systems to prepare children for transition to local schools. There are focused sessions where communication skills are developed, they are supported in becoming more independent in dressing themselves and to learn about healthy lunchboxes. Children's time at the nursery is celebrated through a graduation day which acknowledges their importance.

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

Staff are well qualified and experienced in caring for children. They have good understanding of the Early Years Foundation Stage and implement it well. There are effective systems in place to monitor staff's professional development through supervisions and appraisals. Staff are proactive in accessing relevant training that will improve outcomes for children. There are detailed arrangements to ensure staff are suitable to care for children such as, comprehensive induction and recruitment arrangements. The leadership of the provision is effective in delivering the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have completed thorough risk assessments of all areas accessed by the children. Consequently, children are cared for in a safe and secure environment which is well monitored by vigilant staff. Staff have very good knowledge of their safeguarding responsibilities including the procedure to follow should a child protection issue arise.

There are good systems in place to evaluate the provision. Staff invite parents to contribute to the improvements with each newsletter and through questionnaires. Children have been involved in the development of the outdoor area identifying how it can be made safer and what designs they would like painted on the ground. Staff are using a variety of tools to develop well-targeted planning for continuous improvement. These include further staff development, parental involvement, safeguarding training and the effective use of displays.

There is good engagement with other professionals involved with the children such as, speech and language therapists, to ensure that staff support children well. Parents comment favourably about the setting especially how staff are very approachable and show a keen interest in their child. Parents feel very well informed about their child's progress and find the environment welcoming and inviting. Good relationships have been established with other early years settings to share relevant information to enable continuity in care.

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	EY437978
Local authority	Somerset
Inspection number	777169
Type of provision	Full-time provision

Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	84
Name of provider	Abacus Nursery (SW) LTD
Date of previous inspection	Not applicable
Telephone number	01823 288681

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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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