

# ABC Day Nursery

A B C Nursery, 6-8 Rosehill, Hednesford, CANNOCK, Staffordshire, WS12 4RT

## Inspection date

Previous inspection date

29/05/2013

22/07/2009

## The quality and standards of the early years provision

This inspection: 2

Previous inspection: 2

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

- Staff have a secure understanding of the educational programmes. Consequently, they provide a broad range of stimulating and fun activities which help children to become motivated and enthusiastic learners.
- Staff skilfully promote inclusion at all levels, so that children with special educational needs and/or disabilities, and those who speak English as an additional language, can communicate their needs and participate in all aspects of the provision.
- Children behave well and form strong bonds and friendships, because staff foster a culture of respect and kindness towards others.
- Partnerships with parents and other professionals are strong and supportive. This ensures that children receive consistent care, and transfer to their next stage of learning with confidence.

### It is not yet outstanding because

- There is scope to extend the evaluations of children's next steps of learning with parents, in order to enhance children's continuing progress between the setting and home.
- There is scope to improve the availability of role-play and technology resources, so that children can easily follow their own ideas and interests.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 nursery playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager of a planned activity in the toddler and pre-school playroom.
- The inspector held meetings and discussions with the owner and manager of the provision and the early years staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the nursery's own parent survey.

### Inspector

Jayne Rooke

## Full Report

### Information about the setting

ABC Day Nursery was registered under new ownership in 2009 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in the Rosehill area of Hednesford, Staffordshire, and is managed by a private provider. The nursery serves the local area and is accessible to all children. It operates from a single-story, purpose built facility and there is a fully enclosed area available for outdoor play.

The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday all year round, and operates a stay and play session on a Saturday each month. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 61 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and 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 precise and sharply focused evaluations of children's next stage of learning by, for example, sharing examples of their emerging stage of development with parents and how this can be supported at home
- extend the range of resources accessible to children during their investigative and imaginative play, such as magnifying lenses, cameras, bandages and stethoscopes, especially when it is linked to their interests.

### Inspection judgements

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

Staff provide a broad range of stimulating and fun activities which support the prime and specific areas of learning very well. As a result, children become motivated and enthusiastic learners. Staff conduct regular observations of each child which helps them to develop a clear picture of children's skills, interests and capabilities. Consequently, planning is based on each child's own interests and next steps learning needs. This helps staff to create an individual programme of activities that is very child focused. However,

there is scope to extend this aspect of practice, by evaluating more precisely how to support children's next stage of development and the resources to use; in order to enhance children's continuing progress between the setting and home.

Staff listen carefully to children and use lots of skilful questions to encourage children's active participation, during activities and routines of the day. This enables them to respond promptly to children's changing interests and emerging curiosity. As a result, children talk openly about their own thoughts and ideas, and develop high levels of creativity and imagination. For example, children become fascinated by the natural world, as they explore the habitats of small creatures and insects. They use tools to dig in the soil tray to find worms and spiders, so that they can observe what they look like and how they move. Older children use mature vocabulary to describe what they see, such as the difference between a worm and a spider. They explain how a worm moves slowly and a spider goes fast, and they recall the number of legs on a spider from their previous experiences. Younger children's fascinations are ignited by staff's enthusiastic engagement with them. In this way, young children show great interest in what they find under a log. They develop the confidence to explore and investigate using their senses, by looking at and holding small insects, such as a woodlouse. They express feelings of awe and wonder as they respond to what they see with wide eyes and 'wow' expressions. They competently record what they know and understand, by drawing pictures and making marks to represent what they have seen in the garden. This actively promotes children's literacy and numeracy development, through their understanding of the world.

Staff competently re-shape tasks in response to what they see and hear from children. They find other resources to support children's developing interests during their investigative and imaginative play, such as magnifying lenses and bandages. They use a camera to record children's involvement, so that parents can see their child's active learning. However, there is scope to improve the accessibility of role-play and technology resources so that children can follow their own interests more easily.

Outdoor play is valued as an exceptional learning environment, which enhances children's all round development. Consequently, toddlers and pre-school children benefit from free-flow opportunities, which help them to make choices and decisions about their own play and learning. This opens up wider experiences to enhance their progress. For example, they thoroughly enjoy active physical play as they learn how to operate wheeled toys and negotiate between obstacles. They develop increasing levels of control and coordination, as they balance and jump across the tyres and joining plank. They play imaginatively in the outdoor kitchen and with self-made resources, such as the ginger bread house, which enhances their enjoyment and learning. Babies and young children enjoy outdoor activities at routine times, and benefit from frequent outings in the 'baby bus'. This helps them to develop their physical skills and broadens their social interactions. Indoors, they receive high levels of support from staff, who are very aware of their individual needs and emerging interests. They focus intently on children's sensory development, by encouraging children to explore the visually stimulating environment. Children new to the setting are soothed by the comforting music and the sensitive interactions of the staff. Older babies delight in the texture and taste of dried cereals, as they freely explore these during their play and investigations. Staff provide a range of creative materials, such as paint and other natural resources, so that children can experience new and unusual

textures as they make marks and printed patterns. This successfully enhances children's progress, and helps them to develop the characteristics of effective learning.

Staff skilfully support children with special educational needs and those who speak English as an additional language, including sign language. They take great care to promote inclusion at all levels, so that children can communicate their needs and participate in all aspects of the provision. They work in close partnership with parents and other professional agencies to ensure that children's needs and specific requirements are identified at an early stage. This means that children receive consistent and effective support, including one-to-one funded care, so that they can reach their full potential.

Parents are actively involved in their child's learning and progress from the onset. This ensures that they are fully informed about their child's daily care and the meaning and purpose of the educational programmes. Consequently, children receive good levels of support as they transfer from home to the nursery, and are ready to transfer to school with confidence as they get older.

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

Children settle well in this warm and welcoming nursery, because staff provide loving and consistent care. Key persons know each child very well, because they take time to gather detailed information from parents, about their child's daily care and personality. This successfully guides and informs plans for future learning and routine support, which promotes children's independence and well-being.

Staff use their time very well to engage children in interesting conversations and activities. They speak kindly to the children at all times, and encourage them to value and respect others. For example, they give cuddles and re-assurance to children if they are feeling tired or upset, and gently guide young children towards alternative toys, when they become unwilling to share. Older children are given time to think about and consider the needs and feelings of others, in a supportive environment. This fosters a culture of care and consideration. As a result, children behave well and form strong bonds and friendships. They develop positive and tolerant attitudes towards the diverse world, as they learn about people's differences, beliefs and traditions.

Children gain a good understanding of how to keep themselves safe and who to ask for help when needed, through well-planned projects, and in their everyday play. For example, younger children learn how to negotiate small and large climbing equipment safely, with the support of nearby staff. Older children competently demonstrate how to seek emergency help by dialling '9-9-9', in their pretend play. Outdoor activities foster children's understanding of risk and consequence, as they learn how to stay safe on outings and about 'stranger danger'.

Children's good health and well-being is promoted very well. Staff respond promptly to the needs of babies and young children, skilfully adapting routines to meet their individual sleep and feeding patterns. Children benefit from nutritious meals and snacks, which are

carefully prepared to ensure that children follow a healthy diet. Water and milk drinks are offered as an alternative to diluted juice, following guidance from nutritional experts. All children benefit from regular fresh air and exercise, which promotes their healthy growth and development.

Children develop increasing levels of independence in their self-care through the daily routine. For example, older children competently dress and undress themselves when they get ready to play outdoors. Younger children receive good levels of support and care to assist them with their toileting routines. Staff respond promptly to any aspects of concern raised by parents about children's personal hygiene, by conducting more regular checks to ensure that young children's routine care needs are met. Babies nappies are checked and changed regularly, to ensure their comfort and cleanliness throughout the day.

Children transfer between rooms with confidence and ease, because staff support them very well at this important time. Parents are fully engaged in the transition process, which fosters secure relationships within the nursery. Information about children's individual progress and needs is shared between all those involved in each child's care. This promotes continuity at every stage of development.

Rooms and resources are well used. Bright displays create a visually attractive environment for children of all ages, and include many examples of their own work. Accessible toys and equipment make it easy for all children to move freely around furniture, and to make choices about what they do and play with. This further promotes their growing independence.

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

Staff demonstrate a secure understanding of the Statutory framework for the Early Years Foundation Stage requirements. This enables them to plan effectively across the seven areas of learning. They understand how young children learn and support their next steps very well. However, there is scope to extend the availability of additional resources to enhance children's imaginative and investigative play. Staff take prompt and appropriate action to identify and support children with additional needs. As a result, all children make good progress towards the early learning goals.

Children are protected from harm and neglect because safeguarding procedures are robust. For example, experienced staff hold designated responsibilities to ensure that children's safety and well-being is prioritised. Managers conduct rigorous recruitment, vetting and appraisal procedures, to determine staff's initial and ongoing suitability and that staff to child ratios are met. Policies are regularly reviewed to strengthen staff's knowledge and understanding of current regulations and guidelines. Risk assessments are thorough and the premises are secure. As a result, health and safety practices are strong and well established.

The provider uses self-evaluation effectively to review and adapt practice, taking into

account the views of staff, children and parents. This results in many positive developments. For example, parents are informed of monthly themes so that they can support their child's learning at home. Children guide plans to develop interesting role-play areas, such as 'changing the home corner into the travel agents'. Staff contribute their ideas for the 'smooth running of the nursery' through an 'open forum' at team meetings. Saturday stay and play days have been recently introduced, to encourage greater parent participation and to celebrate special events, such as 'Dad's day'. Plans for further improvement are already in place to refurbish the premises and renew resources, and to introduce natural forest activities to the outdoor learning environment; in order to enhance children's comfort and explorations. The recommendation from the previous inspection has been successfully addressed. Consequently, children enjoy more free access between the indoor and outdoor play areas throughout the day.

Staff take pride in their work and are highly committed to professional development and training. Staff have recently benefited from various training events, to raise their awareness of the difference between girls and boys play, and the impact this has on children's learning styles. They use newly developed sign language skills to support non-verbal communication, for children with speech and language difficulties. Managers demonstrate a positive drive to successful achievement, by obtaining advanced qualifications in their professional role. This creates an inclusive and forward thinking environment.

Strong partnerships are established between the nursery and other professional agencies and schools. This ensures that children receive good levels of support at all times. Parents are valued as partners and are fully involved in all aspects of the provision. They receive detailed information about their child's development and progress, although there is scope to extend the range of information shared, to enhance children's learning experiences at home. Parents comments and views demonstrate that they are very satisfied with the 'brilliant' service provided, and state that their children 'never want to come home'. This contributes to a stable and welcoming environment that secures children's achievement and emotional well-being.

## 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
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 action. 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>	EY389748
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	916463
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	43
<b>Number of children on roll</b>	61
<b>Name of provider</b>	Fiona Myatt
<b>Date of previous inspection</b>	22/07/2009
<b>Telephone number</b>	01543 877683

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

