

# Abacus Early Learning Nursery

7 Drewstead Road, London, SW16 1LY

<b>Inspection date</b>	19/08/2013
Previous inspection date	26/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children enjoy their play and learning because staff understand how children learn and provide stimulating experiences to support their all-round development.
- The manager uses effective systems to reflect on the practice of the nursery and develop the skills of the staff in order to improve outcomes for children.
- The manager and her staff take appropriate and timely measures to safeguard the well-being of the children.
- The key person system effectively supports children's emotional development by enabling them to develop a strong sense of belonging.

### It is not yet outstanding because

- Children lack privacy when using the bathrooms because of the open-plan structure of the rooms.
- Opportunities to promote older children's independence at lunch times are missed because they are not encouraged to serve themselves.

## 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 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 observed activities in the children's rooms and garden.
- The inspector carried out a joint observation with the manager.
- The inspector sampled documents and records.
- The inspector discussed safeguarding issues with the manager, including the policy for reporting concerns.
- The inspector observed the deployment of staff around the nursery and how children's behaviour is managed.

## Inspector

Christine Bonnett

## Full Report

### Information about the setting

Abacus Early Learning Nursery registered 2008. It is run by Abacus Kindergarten Ltd and operates from a converted house in Streatham Hill, in the London Borough of Lambeth. The rooms used by the children are on the ground and first floor. A lift is not available. Children have access to a secure enclosed outdoor play area. There are currently 65 children aged from one year to under five years on roll, some in part time places. The nursery currently supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four. The nursery opens five days a week from 8am to 6pm for 48 weeks of the year. The nursery employs 17 staff, of whom 14 hold an appropriate early years qualification. Abacus Early Learning Nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

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

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

- provide privacy and dignity for children using the bathrooms
- promote children's independence at lunch times.

### Inspection judgements

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

Children enjoy their play and learning in the welcoming and friendly nursery. Staff understand how children learn and provide a good variety of fun and stimulating activities that enable them to make good progress towards the early learning goals. Children's development is routinely monitored through observations and assessments. This enables staff to identify the next step in children's individual learning journeys and include it in the play plans. Information gained through the observations is also used to compile the progress check for children at age two years, when necessary.

The calm atmosphere in the nursery enables children to concentrate on their chosen activity and fully engage with it. Staff understand that one well planned activity can incorporate many areas of learning. For example older children spend time manipulating dough, they chat with staff about what they are making. Staff ask them questions to promote their thinking, and follow the children's lead as they talk about making a rocket

and going to the moon. Younger children have fun playing musical games, such as 'see the bunnies sleeping'. They join in the actions and squeal with anticipation about what happens when the bunnies wake up. The garden provides plenty of opportunities for children to learn outdoors. Staff sit by the sand pit and ask the children how to make sandcastles, children think about what to do and make suggestions, such as turn the bucket over and tapping it. This helps children work together and solve problems. Children also visit the library regularly to choose books to enjoy back in the nursery.

Staff work closely with other agencies when necessary to support the needs of all the children and enable them to fully benefit from their nursery day. Staff learn key words in other languages to help children who speak English as an additional language to settle.

Parents keep well informed about children's progress by taking part in review held every six weeks. It is their opportunity to discuss their child's development and make plans for the future, such as when to start toilet training. Because parents know what their children are learning and the stage of their development, they can support their child's learning at home.

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

The key person system effectively ensures that children's needs are known and understood. Staff speak about the children with affection and describe the positive changes that have been seen with pleasure. Children receive warm care from all staff, which helps to make them feel safe and secure. Children's behaviour is very good because they are actively engaged in challenging play. Older children learn the rules, such as being kind to each other. Knowing what is expected of them also helps children to feel secure and develop good self-esteem.

The healthy and nutritious meals support children's understanding of the importance of maintaining a healthy lifestyle. Children help prepare the fresh fruit and vegetables to put in the juicer to drink at lunchtime. However, older children's independence is less well promoted at lunchtime because they do not have the opportunity to help serve their own food. As well as benefitting from physical play in the garden, children also enjoy tennis sessions with a coach, and dance sessions. These help children's bodily coordination and control.

Children are supported well to prepare for their next stage of learning at school. Staff work to ensure that each child has progressed as much as they can towards the early learning goals. They encourage children to be able to write their name and to count. They also support them to become self-reliant in dressing and using the toilet. However, children are not afforded privacy when using the toilets due to the open plan layout of the bathrooms.

The nursery is well equipped with a good range of resources that promote learning in all areas. Staff use the equipment to good effect to promote children's learning. Each room has small trays containing interesting items for the children to explore, such as dry pasta

and glitter, or toy animals covered in foam or buried in flour. The toddler room has fun equipment for the children to crawl through and hide in. Children have easy access to craft materials and mark making equipment in each room. This means that they can readily develop their creative and pre-writing skills. All the areas contain child's artwork. This helps to make the environment conducive to learning and show the children that their work is valued.

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

The management team take their responsibility towards safeguarding the children very seriously. They have detailed policies and procedures in place that are followed by all staff should they have any concerns about the well-being of children in their care, or if they receive any information relating to safeguarding issues. Effective staff deployment means that children are well supervised in order to protect their well-being. Appropriate steps are taken immediately to minimise any impact on the children and protect their welfare. The manager is the designated safeguarding practitioner in the nursery and liaises closely with child protection agencies as required. She has attended appropriate training by the local authority to equip her for the role. Robust recruitment procedures ensure that all staff are checked for their suitability to work with children.

The manager routinely monitors the work of her staff and has good systems to address any identified underperformance, if necessary. Her effective overview ensures that staff are fully implementing the learning and developments requirements of the Early Years Foundation Stage. Staff quickly identify if children require additional support with their learning and signpost parents to appropriate agencies to gain the help they need. The management team support staff to develop their skills and knowledge by attending further training in order to improve outcomes for children.

The nursery has a culture of reflective practice. Staff evaluate their work continuously to ensure they are meeting the needs of the children. Since the last inspection, the nursery rooms have been reorganised to enable toddlers to have easier access to the garden. Plans are also in hand to expand the garden, thereby creating a richer learning environment for all the children. Parents are consulted as part of the evaluation process by completing questionnaire forms. The manager welcomes their comments and uses their suggestions to create positive changes. For example, additional fencing was fitted in the front garden to create a more hygienic area by preventing litter blowing in. The questionnaire forms show that the nursery is highly regarded and that staff are friendly and professional. On the day of the inspection, parents commented that they and their children are very happy with the service provided.

### **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 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>	EY369257
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	932064
<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>	40
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Abacus Kindergarten Ltd
<b>Date of previous inspection</b>	26/02/2010
<b>Telephone number</b>	0208 6779117

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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, 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.

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