

ABC Day Nursery

A B C Day Nursery, 143 Exeter Road, EXMOUTH, Devon, EX8 3DX

Inspection date

28/08/2013

Previous inspection date

06/09/2011

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

- Effective systems are in place to monitor children's progress and to support them in their next steps of learning and development. This supports them to make good progress.
- Children behave well and have a positive rapport with the staff and their friends.
- Children are supervised well to ensure they are safe and secure.
- Staff support children well as they move through the nursery and on to full-time education.

It is not yet outstanding because

- Children are able to pour their own drinks and select their own snacks indoors, however, outdoors staff generally do this for them. Therefore, staff are not always consistent in their approach to promoting children's independence skills.

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 the children at play in the playrooms and the outside play areas.
- The inspector reviewed a sample of children's assessment records, planning documentation and policies.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held discussion with the general manager, the deputy manager and staff during the inspection.

Inspector

Sally Hall

Full Report

Information about the setting

ABC Day Nursery is a privately owned nursery which has been registered since 2001. The nursery operates from seven rooms on the ground floor of a large, converted house in Exmouth, Devon. Children share two outdoor play areas, one of which is for the babies. The nursery is in receipt of funding for the provision of free early education to children aged two, three- and-four-years old. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open every weekday from 7.30am to 6pm throughout the year, except for bank holidays and Christmas. There are currently 75 children on roll, all of whom are in the early years age group. The nursery supports children who learn English as an additional language and can also support children with special needs and/or disabilities. The nursery employs 19 staff, of whom 18 hold relevant early years qualification and one of these holds Early Years Professional Status.

What the setting needs to do to improve further

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

- provide more consistent opportunities for children to develop their personal independence skills .

Inspection judgements

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

Children are very happy and interact well with the staff and their friends. Staff plan an interesting range of activities to support children's individual interests. They plan effectively to support all areas of learning to enable children to make good progress at their own stage of development. Children's individual interests and their next steps in their learning are known and supported in the planning and the daily activities provided. Children have a key person that knows them well and the staff all have a good rapport with the children and present as positive role models. Children are given time to develop their independence and make choices of what they want to do and play with. The older children confidently select resources to take outside to play with. They concentrate well at their chosen task and give each other ideas as they play. For example, when playing with cardboard boxes it leads them on to making them in to rockets and spaceships in the garden. They chat happily as they play and then take them inside to decorate with great enjoyment. The children tell a member of staff 'you will not have to walk home today we are taking you home in the space ship'. They line their finished work up in the hallway

with pride.

The staff interact well with the children and joins in their play by invitation. They ask good questions to extend their thinking and give them time to respond. Children learn about basic mathematical ideas, such as capacity as they play with sand using containers to encourage children to think about when something is 'full' or needs 'more'. Children learn problem solving completing puzzles. Children learn about their local community and the wider world by celebrating festivals to gain an understanding of diversity and that families differ.

Children's individual routines are known and supported particularly the younger children including their sleep routines. The baby room has just been refurbished recently, the carpet is in a poor condition, however management state that a new carpet has been ordered and is due to be laid in early September. This will enhance the learning environment for babies to make it more homely. New resources have been purchased to extend children's play opportunities including sensory and heuristic toys. The babies and toddlers have their own play area this supports them to play safely from the older children and they have resources for outdoor play suitable for their age and stage of development.

Children have access to crayons, pencils and paper as they play. This supports their early learning writing skills. They have access to a good range of craft materials and all children are encouraged to use their own ideas and imaginations. The younger children enjoy getting messy as they decorate masks with glitter. Children receive consistent praise and encouragement, which boosts their self-confidence. Staff record children's achievements and share their progress regularly with parents. This helps parents to support their child's learning at home. Children are supported well as they transfer rooms to support them to settle quickly. They are learning good skills to prepare them in readiness of starting school. The nursery has improved their links with several other early years settings that children attend. It is not yet fully embedded with all settings that the children attend but the nursery has started to promote a cohesive approach to children's learning and development.

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

Children settle quickly on arrival and show good self-confidence as they are keen to interact with visitors introducing themselves and showing what they are doing. Children are well supported by their key person but are equally well supported by all staff. The younger children are delighted to see their previous key person when they walk into the room calling out their name and calling out to staff that come in to cover for the lunch time. This demonstrates that children feel happy and safe in the nursery. Effective arrangements are in place for the two-year-old progress checks to be carried out in order to support the identification of any additional needs a child needs, and to keep parents informed and to seek their views.

Children are prepared well when they are ready to move rooms, with introductory visits to help them to make new friends and to settle quickly. Children behave well. They listen

well to instructions and respond appropriately. They are thoughtful and kind to each other as they play. They share and take turns well. They are supported well as they play and staff remind them 'not to run' indoors or spoil each other's play. For example, when a child is dressing up to put on a show for the other children. They are familiar with the routine for the day and supervised well whilst choosing where they would like to play.

Children are supported in gaining an understanding of healthy eating. Meals are cooked on the premises and the menu is displayed for parents to see. Meal times are very social occasions with the staff sitting with the children. This supports children to learn good social skills. The children have their meals served in their own rooms and are familiar with the routine to wash their hands. They confidently pour their own drinks and select their snacks when indoors and the older children enjoy serving the meals to their friends. However, when playing outdoors staff generally take over the pouring of drinks and sharing out of snacks from them. This does not allow children to always promote their personal independence skills consistency during the day. This supports their independence in readiness for starting school. Meal times are overall, organised swiftly to minimise any disruption to the smooth running of the sessions and not to interrupt children's play and learning. The staff are well organised in putting out beds ready for the children due to sleep after lunch. They also place out toys in readiness for the other children to resume their play and enjoyment.

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

The staff have a clear understanding of the Early Years Foundation Stage and to support children's learning and development. They work well as a team. They are supervised by the manager and senior staff. They have regular supervision and appraisals to drive professional development. Secure systems are in place to safeguard children and the staff are clear of the procedure to follow in the event of a child protection concern. There are good systems in place for the induction of new members of staff, which include ensuring they are familiar with the nurseries policies and procedures. This supports them to understand their roles and responsibilities. Secure procedures are in place to ensure all staff have undergone vetting checks, so they are cleared suitable to work with children. Fire drills are practised with the children so they are clear of what to do in an emergency and all exits are accessible. Since the refurbishment of the baby room the evacuation cot has been stored in the shed due to its poor condition so has not been available. However, staff have assessed the situation and office staff, who use their room to evacuate through, assist in the safe evacuation of babies to keep them safe.

The staff have a good rapport with parents and keeps them well-informed on a daily basis how their child has been, what they have been doing and the progress they are making. This supports them to be fully involved in their child's learning and development. They complete useful information when a child first starts including an 'All About Me' document. This is regularly reviewed and updated and includes children's likes, dislikes and interests. Useful information is displayed for parents throughout the nursery including photographs of the staff. The setting has good links with outside agencies.

The nursery is currently being refurbished to improve the learning environment and they are replacing and adding to resources for the children. The most recent improvement has been to the baby room. The nursery reflects on their practice and has identified areas for their own development to enhance the environment and learning outcomes for children. They have regular staff meetings to share good practice and complete audits to monitor and identify areas for their own improvement. These have included the deployment of staff in the nursery.

The Childcare Register

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

Unique reference number	EY353064
Local authority	Devon
Inspection number	928266
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	56
Number of children on roll	75
Name of provider	SPL Education Ltd
Date of previous inspection	06/09/2011
Telephone number	01395 222 808

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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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