

Abacus Day Nursery

Ketley Bank Community Centre, Main road, Ketley Bank, Telford, Shropshire, TF2 0DH

Inspection date	30/08/2013
Previous inspection date	15/04/2009

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

- The staff provide a range of stimulating activities, resources and equipment in both the indoor and outdoor areas that support the children's interests. As a result, children make good progress in relation to their starting points.
- There is good engagement between key persons and all parents and carers. This ensures that everyone is kept well informed about children's developmental progress over time and that children's well-being is fully fostered.
- Children receive warm, loving care and attention from their carers, promoting their emotional well-being at all times.
- Partnerships with parents and other providers ensure smooth transitions within the nursery and between the nursery, other settings and school.

It is not yet outstanding because

- There is scope to further foster children's independent learning, such as providing opportunities for them to pour their drinks for themselves, enhancing their self-help skills.
- There is scope to further extend the already secure feelings children have within the nursery, through ensuring any new visitors in the nursery are introduced to them, such as during such times of change to normal routine.

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 all indoor rooms and outdoor areas used by the children.
- The inspector looked at a range of documents including staff suitability, policies and procedures, staff and child registers, children's learning journey documents and the risk assessment files.
- The inspector held meetings with the management and the staff at various times throughout the inspection.
- The inspector took account of the views of parents and children spoken to on the day.

Inspector

Mary Henderson

Full Report

Information about the setting

Abacus Day Nursery opened in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from three rooms and a large hall within single-storey premises in the Ketley area of Telford. The nursery is managed by a private provider that operates a second nursery, also in Telford. It serves the local community and is part of the Neighbourhood Nurseries Initiative. The nursery is accessible to all children and provides various outdoor play areas.

There are six members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, and three hold level 3. The manager holds a foundation degree. The nursery opens Monday to Friday all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 31 children on roll, of whom 25 are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It also provides out of school and holiday care for older children. The nursery supports 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:

- prepare children for changes that may occur in the routine, such as the arrival of visitors, to ensure their already good feelings of security are fully fostered at all times of the day
- extend opportunities for children to develop their already good independence, for example, by allowing them to pour their own drinks throughout the routine of the day.

Inspection judgements

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

All staff caring for the children work hard together to ensure children make strong progress in all areas of their early learning and development. This is because they have a good knowledge and understanding of the seven areas of learning. Consequently, this enables them to observe and efficiently assess and monitor the children's progress over time. Children's learning is promoted because there are a good range of resources and activities to stimulate their current and ever-changing interests across all areas of their

development. For instance, children of all ages enjoy outings to places of interest, including the local parks where they play cricket, football and circle games. This helps to support children's physical development as they use their large muscles. Other outings include nature walks where children identify mini beasts, notice the changing seasons over time and collect objects, such as twigs, leaves and stones, to add to their interest table. During outings, the staff encourage children's identification of numbers and letters of the alphabet in their local environment. To support children's interests further, the staff invite visitors to the setting. These include the local dentist, who talks to the children about the importance of oral hygiene. This enhances children's understanding of the world and fosters their readiness for school.

Children's language and communication skills are developing well. The staff spend quality time with children, get to know them well and chat to them all the time about what they are doing and about their home life. Staff use open questions to encourage children's speaking skills during various activities throughout the day. For example, when asked what they like about playing with the soft balls, children say 'I like bouncing on them', and demonstrate this with confidence for their peers and the staff. Staff working with babies encourage them to identify themselves and their family in their 'family book'. Consequently, this supports babies with settling into the nursery and fosters their sense of belonging to the setting. As a result, this supports all children in achieving expected levels of development.

Children are learning about mathematical concepts as they explore various resources and tools. For example, during water play the children become deeply involved in cause and effect as they pour large jugs of water into smaller vessels and play cups. The staff keep children's attention during such times as they add more and more resources, such as rubber ducks, sponges and bubbles, to the water. Children's exploration of capacity and measure is also fostered as staff support them in the sand tray activities. All children, particularly babies, enjoy messy play with paints, gloop and foam as they freely explore such mediums, supported and supervised closely by their carers.

Partnerships with parents is fostered very well through daily discussions and parents' sessions. During such times, parents and key persons discuss the individual child's learning and development and how best to support this in the home environment. This then extends the two-way flow of information, ensuring consistency and continuity for all children on roll. Parents access their child's learning journal documents freely, keeping them fully informed about their child's care and learning within the nursery. Parents are fully included in the identification of their child's starting points on entry and their child's changing interests.

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

The staff are effective in helping children feel secure in their surroundings. Children's needs are well met as all required information is gained from parents prior to the children's entry into the nursery. This fosters children's well-being. Children show that they feel safe in their environment as they laugh and giggle with the staff and their peers. This ensures that children develop strong attachments with other children and the adults who

care for them. To further support children's sense of belonging to the setting, children's artwork and photographs are displayed at a low level. However, during times of change to routine, such as the sudden arrival of visitors, staff do not always introduce such visitors to the children to ensure their already good sense of security is promoted at all times.

The staff provide opportunities for children to develop their independence. They provide them with photographic pictures of various activities that are either around them or nearby, so that they make informed choices during their child-initiated play times. Their independence is further enhanced as they wash their hands themselves at the sink before eating. However, the staff do not always ensure the best use of all activities to extend further the children's self-help skills. For example, children are not always supported to pour their own drinks during snack and meal times. Children's learning about a healthy lifestyle is fostered well. They are provided with home-cooked dinners and fruit for snack times. The children's learning about the importance of being physically active is also fully supported by the staff as they provide ample opportunities for children to be out of doors. This includes the babies who like to crawl and cruise over the grass with adult support. Older children like to be exuberant as they run around in the fresh air and follow one another on their trikes, shouting 'come on' to their friends. The staff clearly enjoy spending time with the children as they join in with their activities and games and their exploration of the outdoors. The staffing arrangements are fully effective and ensure close supervision of children at all times, so that they are kept safe while they learn about taking risks, such as using the outdoor equipment as they wish. This supports children's motivation to learn and explore their surroundings.

All children behave well and are happy to be at the setting. Their self-esteem is raised consistently because the staff praise them meaningfully for their achievements. Children are supported to move on to school because key persons work close with parents, pass on information and discuss the child's needs and interests before they move up. There is a good liaison between the children's key person and all other providers caring for the children. This ensures that children's needs are identified and met, and further supports their readiness for school.

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

The management and the staff team are fully motivated and clear about their understanding and responsibility in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. Children are suitably safeguarded by the staff because there are rigorous risk assessments in place to ensure that all areas and equipment are checked each day before the children arrive. Risk assessment also includes the outdoor areas and all outings enjoyed by the children. This includes the safe use of the nursery's vehicle for transporting children. Furthermore, ratios of staff to children are maintained throughout the nursery day at all times. These practices ensure children's safety and well-being at all times. The staff are fully informed about child protection procedures to be followed in line with current policies, and they know who to contact should they have a concern about a child in their care. The rigorous recruitment and induction procedures in place ensure that all adults working with children are suitable to

do so. Since the last inspection the management have made improvements to their recruitment systems, which include the employment of staff who are already qualified. This ensures children's learning, development and progression are fully supported at all times.

The staff receive supervision monitoring sessions from management to identify where support is needed to improve their performance. This then benefits all children on roll. Regular management and staff meetings are held to discuss and review staff practice, supporting children's well-being and needs. This ensures that they accurately assess the educational programme, including the planning for children's progress so that there are no gaps in their learning and development. The management and staff teams work well with one another and are committed to the ongoing improvement of the service they provide.

Parents enjoy seeing their child's artwork and photographs of their activities on display. This promotes positive relationships and further supports partnerships with parents. As a consequence, this also enhances children's personal, social and emotional well-being. Parents have free access to the policies and procedures of the setting at all times. These can be provided in other languages as parents wish. Partnership working with other agencies ensures that children's needs are fully identified and met. The very effective and informative self-evaluation systems in place have good levels of positive impact on the provision as a whole. As a result, the improvement plans in place ensure all children benefit from any targeted actions for change.

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

Unique reference number	EY244931
Local authority	Telford & Wrekin
Inspection number	920131
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	92
Number of children on roll	31
Name of provider	Abacus (Dawley) Ltd
Date of previous inspection	15/04/2009
Telephone number	01952 617295

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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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