

ABC Day Nursery (Lincs) Ltd

43 Main Ridge, BOSTON, Lincolnshire, PE21 6ST

Inspection date	17/09/2013
Previous inspection date	18/11/2009

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

- Close bonds have formed between key persons, children and their families, which helps them feel a good sense of security and confidence in the nursery.
- Children's learning is effectively promoted as they engage in an interesting range of activities, which are planned around their interests and developmental needs. Parents are given good opportunities to contribute to these activities as they are regularly encouraged to share learning and interests from home.
- Children with English as an additional language are effectively supported because their home language is valued in the setting.
- The nursery is led and managed effectively. The management team monitors the education programme well to ensure children make good progress in their learning and development.

It is not yet outstanding because

- On occasions staff working with babies and toddlers miss opportunities to develop and enhance children's early language skills.
- There is scope to improve the outdoor space so that a wider range of resources are available to reflect all areas of learning and how best the available space is used.

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 children's activities in the main play rooms, small kitchen area and outdoor area.
- The inspector held a meeting with members of the management team and spoke at appropriate times to staff throughout the sessions.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working in the nursery and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day of the inspection.

Inspector

Carly Mooney

Full Report

Information about the setting

ABC Day Nursery was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery serves the local area and is accessible to all children. It operates from a converted house in the centre of Boston, Lincolnshire and there is an enclosed area available for outdoor play.

The nursery employs 19 members of childcare staff, of these; 18 hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm Monday to Thursday and from 7am until 5.30pm on a Friday. Children attend for a variety of sessions. There are currently 91 children attending who are within the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance the opportunities for the youngest children to develop their communication and language skills by using words and phrases more frequently to describe what is happening in activities

- enhance the organisation of the outdoor play areas to provide a stimulating and well-resourced environment to fully support children's all round development.

Inspection judgements

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

Staff have a good understanding of the seven areas of learning and plan a range of activities formed by children's interests, both in the nursery and at home. Regular parents' workshops to learn about and discover different aspects of learning, such as messy play are well attended. This helps to further strengthen partnerships and enable parents to be involved in their child's learning. Key person group times are used effectively to ensure children's individual needs are well targeted. In general, teaching techniques are strong with clear modelling from the management team to guide and support staff. In the pre-school room particularly, staff skilfully question children to extend learning and encourage thinking skills. For example, at snack time staff ask, 'Why do we need to wash the plates and cups?'. However, during some activities in the baby and toddler rooms, staff do not

always encourage young children's language skills effectively through talking and introducing them to new vocabulary. For example, by not describing textures and colours in messy play activities. Effective systems for observing, assessing and tracking children's development are in place. These are regularly monitored for effectiveness to ensure that children are making good progress towards the early learning goals and gaining sufficient skills for the next stage of their learning, such as starting school.

Staff offer good support in children's chosen activities and encourage children through the arrangement of the toys and resources indoors to become active and independent learners. For example, in role play, children decide they would like to cut up other fruits to make their 'hot fruit' and decide to ask the nursery cook for a banana. Children are encouraged to, 'have a go', such as when peeling a banana or putting on shoes and coats, which encourages their independent skills. Through play older children show their understanding of mathematical concepts, as they announce they are going to cut a piece of banana in half and young children learn to problem solve as they work out which lid fits on the empty perfume bottle they are holding.

There is a strong emphasis on children extending their learning through outings in the local community. Children have recently taken a trip to Skegness on a train and experienced den building in local woods. They regularly visit the local shops to buy food or resources for the nursery that supports their play. Children have access to the outdoor environment on a daily basis, with the eldest children able to independently choose to play outside throughout the sessions. Currently there is scope to improve the outdoor area as it does not fully reflect a good balance of activities to enhance and extend learning across all areas of development. At times, resources are not as rich and the space not organised effectively for the amount of children accessing it.

Children who speak English as an additional language are particularly well supported in the nursery, as children see and hear their home language in their play. For example, through music tapes and voice recorders, where parents have recorded messages for their children in their home language to settle and reassure them. Bi-lingual staff members are used effectively to communicate with children and their families. Suitable multicultural resources and celebrations of festivals, supports children's understanding of the diverse society they live in. The traditions and backgrounds of the children who attended the setting are valued. For example, the nursery recently held an African day where they designed African cloth pictures and made a traditional African meal with a parent.

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

A key person system is effective in meeting children's needs as strong attachments have formed between staff, children and their families. There is a clear appreciation for the diverse backgrounds of the children who attend the nursery and close partnerships with parents have formed to support children's well-being. Parents contribute greatly to children's starting points and a good exchange of information at collection time ensures changing needs are constantly met. Children settle well due to the kind and caring nature of their key person. For example, they enjoy cuddles and spending time together, such as helping to set up and run snack time. Babies enjoy the close interaction from staff, as they

play with them at their level. For example, staff read stories using finger puppets to bring the story to life. Children laugh and giggle when tickled with the props. Babies and young children's individual routines are adhered to, such as sleep and feed times, which meets their immediate needs.

Children of all ages demonstrate good levels of confidence and self-esteem. They approach staff with ease and behave well through clear acknowledgement of the rules and routines. For example, they understand they need to find a safe place to stand when the front door is opened to parents and visitors. Older children are encouraged to be responsible for essential tasks, such as, tidying away resources and serving themselves at lunch time. Children's work and photographs of them in activities are attractively displayed throughout the nursery, which helps them gain a good sense of belonging. Children eat freshly prepared meals and snacks, which support their understanding of maintaining a healthy lifestyle, as they tell staff that they eat fruit because it is healthy. Children engage in some physical play in the outdoor area and babies are taken for regular walks in the fresh air. Staff provide children with a safe environment in which to learn and also encourage children to think about their own safety. For example, the action to take in the event of a fire and the correct way to use knives when cutting fruit.

Transitions within the nursery are effective as clear information is exchanged from key person to key person as children move rooms. Children gradually move based on their individual needs and parents are encouraged to be part of this settling in process. Effective systems are in place for when children attend other settings and good relationships have formed with local schools. Teachers visit the setting and children attend events, such as sports day. A school uniform box is used as part of the available resources and 'Louie' the puppet is used effectively between both settings to support the process to starting school.

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

The management team work well together to provide a quality childcare provision for all. Staff have developed a clear understanding of their responsibilities in meeting the learning and development requirements and strive to provide all children with an effective and enjoyable learning experience. Staff are listened to, involved in decision making and supported well in their professional development. Practice is regularly monitored through room observations and formal supervision meetings. The nursery's improvement plans are regularly reviewed and revised as the nursery's targets are implemented and new ones take priority.

Staff attend regular child protection training so that they are confident with the most current safeguarding procedures and how to report concerns. Strong relationships with parents means that good channels of communication are in place and staff are kept aware of children's individual needs and family backgrounds at all times to ensure they are fully safeguarded. Clear recruitment and vetting of staff, helps to ensure children are cared for by a suitable staff team. Staff endeavour to provide a safe and secure environment for children through robust risk assessments and daily checks. They are deployed effectively

around the nursery to ensure children are well supervised and they are safe as they play. The premises are secure and children are unable to leave the setting unsupervised.

Staff are experienced in working with other professionals to support children's progress when attending the nursery, which helps to provide a strong contribution to meeting children's individual needs. Close, positive relationships are in place with parents, with many families seeing several children through the nursery. Parents are fully involved in their child's pre-school life as they support activities, such as the 'big toddle' for charity and welcome children and staff to visit them at their place of work as part of a nursery topic. Parents speak fondly of the nursery and feel that their children are warmly welcomed on arrival each day, which prepares them well for the day ahead.

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	EY274214
Local authority	Lincolnshire
Inspection number	936181
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	53
Number of children on roll	91
Name of provider	ABC Day Nusery (Lincs) Limited
Date of previous inspection	18/11/2009
Telephone number	01205 311788

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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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