

ABC 123 Day Nursery Ltd

Unit 3 Warrington Business Park, Long Lane, WARRINGTON, WA2 8TX

Inspection date	04/09/2013
Previous inspection date	23/10/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The nursery provides an inspiring, welcoming and stimulating environment. The enthusiastic and caring staff team ensure that excellent relationships with key persons are well established. This means that children are exceptionally well supported and demonstrate a strong sense of security and increasing independence.
- Highly effective, exemplary strategies are in place to help children develop early language and communication skills and to support their physical, personal, social and emotional development. As a result, all children make extremely good, and sometimes rapid progress from their starting points.
- The inspirational ethos of the nursery is evident both indoors and outdoors. As a result, children attending have a strong awareness of their own self-worth and belonging.
- Robust management systems are in place based on focused, in-depth evaluation of staff practice. A well-targeted programme of professional development means that staff constantly seek to improve their already excellent understanding of how children learn and how to meet their individual needs.
- Children's behaviour is exceptional because staff are exemplary role models. This ensures that children are well motivated, eager to join in all activities and clearly demonstrate the characteristics of effective learning.
- Strong, respectful partnerships with parents and other key professionals means that children's individual needs are exceptionally well met.

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.

Inspection activities

- The inspector checked all relevant documentation and scrutinised requested policies and procedures including risk assessment and safeguarding.
- The inspector considered children's records, learning journals, observation, assessment and planning documentation.
- The inspector checked evidence of staffs' suitability to work with children, the provider's self-evaluation form and the development and action plans in place to secure improvement.
- The inspector spoke with the provider, manager, individual staff and children at appropriate times throughout the inspection and carried out joint observations with the manager.
- The inspector took into account the views of parents spoken to on the day and from written comments and questionnaires.

Inspector

Dorothy Williams

Full Report

Information about the setting

The ABC 123 Day Nursery Ltd was registered in 2009 and is on the Early Years Register. It is situated in a building in Warrington Business Park in Cheshire and is owned by a limited company. The nursery serves the local area and is accessible to all children. It operates from a variety of rooms on the ground floor of the building and there is an enclosed area available for outdoor play.

The nursery employs 19 members of childcare staff and two ancillary staff. Of these, 17 hold appropriate early years qualifications at level 3 and above. The nursery opens from 7.30am until 6pm, Monday to Friday all year round, except for two weeks at Christmas.

Children attend for a variety of sessions. There are currently 56 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. The nursery receives support from the local authority, is a member of the Pre-school Learning Alliance and the National Day Nurseries Association.

What the setting needs to do to improve further

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

- consider making even further use of the accurate data collected so that children continue to experience the high quality of teaching, learning and care that enables them to make excellent progress towards their next stage of education.

Inspection judgements

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

The nursery is planned entirely around the needs of the children and families who attend. It is inspiring, flexible and creative. Rooms are calm and inviting and are set out to reflect the seven areas of learning. All areas are enhanced with an exceptional range of interesting, attractive and accessible resources and activities.

Children are exceptionally well supported in their learning and development because the staff collect a wealth of information about each child before they begin nursery. Staff have an in-depth knowledge and understanding of the Early Years Foundation Stage. They take time to assess their key children's needs, explore their interests and plan appropriate activities for their development. Staff work very closely with parents and other

professionals and regularly share what they know about children's learning in nursery and at home. Parents readily contribute to their child's learning journal records and support their interests, for instance, by bringing in family photographs or commenting on development. Parents are further involved in supporting children's learning by joining in outings and supporting activities for cultural celebrations, such as, Chinese New Year, Eid and Christmas.

Children readily extend their interests through a variety of well-planned activities. Babies enjoy messy play with a variety of textures, such as, shredded paper, gloop or paste. Staff talk about texture and children squeal in delight as they find a favourite toy in the shredded paper. They discuss sand, glue and paint. Staff expertly enhance children's interest by adding trains to the sand and water, and providing various tracks for cars and trucks.

Staff give high priority to children's early language development through strategies, such as 'Every Child a Talker' and 'Talk to Your Baby'. Innovative displays and 'Top Tips for Talking' ensure that parents are involved in extending children's early language skills. Staff skilfully introduce new vocabulary, sing songs and rhymes and use a variety of resources, such as 'song and rhymes bags' to initiate familiar songs. Children choose a song or rhyme and the whole group sing together with actions and music. Talking 'hot spots' are identified in every room and these areas are well resourced with jigsaws, books, natural materials and treasure baskets. These are used to very good effect to inspire children's desire to communicate. As a result, all children, including those who speak English as an additional language and children with special educational needs and/or disabilities are making exceptional progress in their language and communication. Older children are keen to share their activities as they talk about their work and share holiday or early school experiences. Staff skilfully support children's language development by asking open-ended questions when reading favourite stories, such as 'Why do you think Ed did not want to go to bed?' or 'What do you think Ed did next?' When setting butterflies free children discuss what will happen next and whether it will lay more eggs for more caterpillars. This enables children to think critically and extend their vocabulary. Children develop phonic skills through the use of magnetic letters and responding to the initial letter of their name when completing activities. Quiet areas are provided in each room and outdoors enhanced with a range of books, photographs and cushions. Children readily choose picture or story books to share with their key person. As a result, of these experiences children are able to make choices, work together and become independent learners.

Staff plan carefully for children's personal, social and emotional needs and physical development. Children have many opportunities for sensory development because the nursery has a very well-equipped sensory room where children can explore light sound and touch. Outdoors a sensory garden is planted to enhance senses and enable children to further explore touch, taste and smells. Babies have many opportunities to develop early skills, such as pointing and reaching when choosing their activities. They roll, crawl and explore a variety of natural materials, such as wooden and metal spoons, and resources with rough and smooth textures. This multi-sensory approach to learning ensures that children develop interests based on exploration and imagination.

Technology resources are evident in all rooms. Children match colours and shapes and investigate cause and effect activities as they press buttons and make sounds. Older children discuss researching butterflies on the internet and asking parents for support. They have access to a variety of old mobile phones, remote controls and enjoy using these in imaginative play. Consequently, children become familiar with technology and learn to explore and use their imagination through play.

Each child has a learning journal in which staff record their individual progress and development. These are regularly monitored by the management team to ensure accuracy of recording. Staff make excellent observations of children as they play and learn. They note the characteristics of learning and follow children's interests in detail. Accurate planning, assessment and tracking system enables staff to ensure that all children are making very good progress in their learning and development. Activities are differentiated to suit the needs of all children within the age range. Visual timetables, dual language words and symbols enable all children to communicate their needs and access all areas of the nursery. As a result, children thoroughly enjoy their time at nursery. They develop high self-esteem and make excellent progress, given their starting points and capabilities, within the highly stimulating environment. When preparing for school children 'write' to their new teacher about their hopes and fears. Teachers visit and talk to the children. Staff take children on visits to their new school and produce innovative displays to support transition. Consequently, all children are exceptionally well prepared for their next stage of learning and transition to school is seamless.

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

The ethos of the nursery is 'Inclusion for all' and 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential'. This ethos and the voice of the child are evident throughout the nursery during activities, in photographs and through rich displays. The key person scheme is exceptionally well embedded throughout the nursery. At the first settling-in session parents spend time with their child's key person and complete a 'Unique Early Years Booklet', which enables staff to gain a clear understanding of the child's needs and routines. The booklet is added to throughout the child's time in nursery, which gives a very clear picture of each child's early development and of their family. Staff record the information and use it to assess the child's starting point, to support settling in and inform early learning. Information includes children's sleep routines and feeding for babies and young children and medication for those with health needs, professionals involved with the child or family and any supporting documentation. During the settling-in period, the key person spends a good deal of time observing and getting to know each child. A deputy key person is allocated to each child so that children and parents are able to discuss any concerns, achievements or needs at all times. This means that children develop strong emotional bonds with their key person and are highly motivated and keen to learn.

Children learn about healthy nutritious foods through 'Active8' and 'Healthy Start' programmes. Well-positioned displays and discussions with staff enable children to recognise healthy food and drink and make good choices. Menus are rotated on a quarterly basis and are shared with parents. All meals are prepared daily on the premises

in a well-equipped kitchen. Children with allergies are catered for because their food is prepared separately and kept covered and labelled until served. Children's independence is encouraged because older children serve themselves from large dishes containing toast and scrambled egg or hotpot and vegetables. Younger children are encouraged to serve their own vegetables as appropriate. Weaning food and baby milk is provided for babies. Snacks are provided throughout the day including fresh fruit, cracker and cheese and raw vegetable sticks. Fresh cool water is available throughout the day using children's own labelled cups or bottles. Children readily talk about healthy eating what they like or are not so keen about. They enjoy growing vegetables in the garden but say the caterpillars eat the cabbage leaves. In this way, children's nutritional needs are very well met.

Children recognise and manage their own personal hygiene needs extremely well throughout the day. Older children use the bathroom independently, they wash their hands at key times, use tissues to blow their noses and dispose of them in the bins provided and are reminded to cover their mouths when coughing in order not to spread their germs around. Younger children are very well supported in their toileting, and nappy changing routines are highly effective in ensuring children's dignity is maintained. Staff are highly aware of ensuring all areas are kept clean and follow scrupulous cleaning routines at regular intervals throughout the day. Nappy changing and cleaning charts are kept and signed. Babies sleep comfortably in cots with their own blankets and comforters, while older children seek quiet comfortable places for rest and relaxation. When babies are sleeping, a close check is kept on them and a chart completed. Sleep routines are flexible to each child's needs.

Children's physical development is very well supported through indoor and outdoor play. They regularly access 'Active8' sessions with sports coaches. Outdoor clothing and boots mean that children are able to access the outdoor area in all weathers. The well-placed climbing frame and playhouse encourage all aspects of physical development. The garden is used effectively to extend children's play and encourage exploration and imagination. For instance, children role play a favourite book and go on a bear hunt through the garden finding a 'bear' in the playhouse. They play hide and seek taking turns to count and ending with two groups one counting and one hiding. Staff are expert at beginning games and allowing children to join in as they wish. Children explore their natural environment by finding bugs and caterpillars. They use special net to observe the caterpillars as they grow, make a cocoon or chrysalis and then change into butterflies. Children learn new vocabulary and read a popular children's book about a hungry caterpillar, before setting the butterfly free. They discuss what will happen next and whether the butterfly will lay egg and start the cycle all over again. In the sensory garden the children used plants to enhance smell, taste and touch. This is particularly helpful to children with sensory impairment. This is inspirational and a joy to listen to and observe. In this way children are learning to appreciate and conserve the outdoor environment.

Children have an excellent understanding of how to manage risks and challenges relative to their age. Early walkers use a selection of resources to aid balance and improve confidence when taking first steps. Babies explore their reflection in well-placed mirrors as they crawl and roll reaching out for favoured toys. Older children are reminded to be careful when pouring water from a jug, or to hold their knives correctly when eating. Outdoors they are reminded to be careful when using equipment, such as, climbing frame,

bikes, scissors or tools. Robust risk assessment and staff deployment ensure all activities are safe. Children are very closely supervised but are encouraged to be independent and take risks for themselves. In this way, children feel very safe and they are well supported by their key persons and learn to keep themselves and others safe while in the nursery.

While in nursery children form very strong attachments and are encouraged to share their feelings and thoughts with staff and each other. Behaviour is exemplary children have a real care and concern for each other. Staff are exceptionally good role models and provide excellent support to help children to manage their own behaviour and take account of the feelings of others. During circle time children learn to listen to each other, take turns and ask pertinent questions, such as 'did you like you're your holiday?' During role play staff use puppets to explore feelings and encourage children to respect other children's choices and feelings, embracing differences and supporting those with needs. Older children discuss and agree room rules and codes of behaviour and are learning to take responsibility for their own actions. This means that children's emotional and physical needs are exceptionally well met and their well-being is paramount within the nursery.

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

The provider and manager have an excellent overview of the setting and are well supported by the local authority consultant. Their leadership is inspiring and sometimes innovative. They have an excellent, effective relationship with parents and are very well respected within the community. All required policies and procedures are extremely well written and embedded in practice. Staff have an excellent understanding of safeguarding and are clear about the process to report any concerns and when Ofsted should be notified. Very robust safeguarding procedures ensure that children are kept safe and secure at all times. Risk assessments are clearly evident in each room and include details of staff deployment. Outings and visits are risk assessed before and during each outing and any issues are noted. All staff hold current first-aid certificates to ensure they have up-to-date knowledge and skills to enable them to respond appropriately to any accidents or medical emergencies. Hygiene procedures are very robust and checked by managers several times each day the building is very well maintained.

Robust recruitment procedures and a clear induction programme for all staff further ensure the safety of children. An extensive appraisal programme includes management, peer observations and self-reflection. Staff training and development profiles ensure that all staff reach the high standard of expertise and care expected at the nursery. Staff morale is exceptionally high as they feel valued within the nursery and are well supported by the provider and manager. Staff are very well deployed throughout the nursery. The key person system is extremely well embedded. Children form very positive relationships and families feel that the key person is a trusted professional and a friend. Staff feel that they effectively support children to reach their potential and understand about challenge and support within the learning environment. The ethos of 'inclusion for all' is embedded in this system and as a result, staff consistently put children at the centre of their planning and care cycle.

Staff have an excellent knowledge and understanding of the Statutory framework for the Early Years Foundation Stage requirements. Key persons know their children in depth and can readily discuss their age and stage of development. Assessment includes children's attitudes and characteristics of learning. Planning is robust, observations are very well written, linked to children's age and stage of development and used effectively to identify their next steps. Tracking documents and the 'progress check at age two' are used with great effect to accurately identify needs, show progress and ensure activities are planned to enhance learning. Children's learning journals are effectively monitored and moderated by the manager to ensure consistency of care, continuity and depth of educational provision, planning and assessment. The manager and provider collect copious amounts of data and compare the progress of individual children in throughout the nursery. Data shows that gaps are narrowed through quality teaching and learning and all children make very good and sometimes rapid progress while attending nursery. There is scope to extend this even further so that children continue to make excellent progress in their learning. Self-evaluation is very effective, updated regularly and is ongoing as staff continually reflect on their practice. Parents outside professionals and the early years advisors are able to contribute to the evaluation schedule. The provider and manager effectively form development plans for the nursery based on their evaluation and targets for improvement. They reflect on and review the effectiveness of the whole nursery. As a result, staff know they are making a difference to the lives of children and families within their community.

Partnerships with parents and other professionals are a key strength of the nursery. Close links with the local authority and local schools enables the managers to work closely with outside agencies. Key professionals work closely together to ensure all requirements of the Early Years Foundation Stage are well met and children and their families are respected and have a consistently high quality of provision which is continued to the next stage of education. The very inspiring entrance area and quality displays ensure that parents are given a great deal of information on a regular basis. The in-depth settling-in period and the 'Unique Early Years Booklet' provide an excellent start to parent and nursery relationships. This is continued with daily record sheets, handover time, the 'progress check at age two' and three monthly summative reports. Parents attend a variety of events, such as, parents' evenings, professional meetings, outings and nursery events. Parents feel they have a voice within the nursery as they can suggest an 'Employee of the Month' and complete meaningful questionnaires. Parents were keen to speak to inspector to express their support for the manager and staff of the nursery and say 'They have so much time for me and I feel they have listened to what I had to say about my child and written it all on his sheet. He is very settled here and I feel secure leaving him' and 'I want to say my child is very happy here. She loves to come and can't wait for nursery time. Her speech and language is so good. We are delighted with the nursery and would not leave her anywhere else'. Other parents and grandparents comment on the Every Child a Talker programme and the effect it has on the children's speech and language development. Every parent spoken to knew both the key person and her deputy and spoke very highly of the care their child receives from the staff.

This high quality effective nursery puts children at the very heart of everything they do. As a result, children are very well cared for and are highly motivated to learn. The nursery

has a strong capacity to improve even further and the provider, manager and staff are rightly proud of their achievements.

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	EY390313
Local authority	Warrington
Inspection number	928979
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	69
Number of children on roll	56
Name of provider	ABC 123 Day Nursery Ltd
Date of previous inspection	23/10/2012
Telephone number	01925 417615

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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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