

Abacus Nursery School

Unit 2 Lickey End Buildings, Barnsley Hall Drive, Bromsgrove, Worcs, B61 0EX

Inspection date	16/09/2013
Previous inspection date	13/06/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
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

- Children thrive and make very good progress through exciting and meaningful activities. Teaching and planning are of high quality and children are very enthusiastic in their learning.
- Staff give the utmost priority to children's health and well-being. They promote healthy eating and independence and ensure all children are extremely happy and secure. A very effective key person system ensures children settle quickly, gain confidence and that their individual needs are met.
- Children are extremely safe and well protected as staff implement robust safeguarding policies and procedures both on and away from the premises.
- Partnerships with parents and other professionals are excellent. Monitoring and self-evaluation are sharply focused and are effective in maintaining very high standards in children's learning and care.
- Children's learning experiences are continually improved by very effective management and supervision of staff, which ensures high expectations and standards are sustained. Staff work extremely well together and children's individual needs are quickly identified.

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 two playrooms and the outdoor play area, including a joint observation with the manager of the nursery, who is also one of the joint owners.
- The inspector held meetings with the manager and the providers of the nursery.
- The inspector looked at and discussed children's assessment records, the self-evaluation process, 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 and carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full Report

Information about the setting

Abacus Nursery School is privately owned and opened in 1998. It operates from four rooms in converted, single storey buildings. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated in a small business site in the Lickey End area of Bromsgrove. The nursery is close to main commuter and motorway links. It serves the local area and is accessible to all children. It opens on Monday to Friday from, 8am to 6pm, for 51 weeks a year, with the exception of bank holidays. There is an enclosed area available for outdoor play.

There are eight members of staff, all of whom hold appropriate early years qualifications to at least level 2 or 3. Two members of staff are qualified to degree level and the manager has Qualified Teacher Status.

Children attend for a variety of sessions. There are currently 60 children attending, who are within 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 with special educational needs and/or disabilities and for whom English is an additional language. It receives support from the local authority.

What the setting needs to do to improve further

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

- extend the already excellent partnership with parents and carers through finding ways to involve them even further in supporting children's learning at home.

Inspection judgements

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

Staff work very effectively as a team to plan activities based on children's needs and interests. There is a very good balance of child-led and adult-initiated activities, so that children build on their learning extremely well. Staff record their observations of children daily and use the information to inform planning for the next steps in their learning. The rooms and the outdoor area are extremely well organised and exciting. This means that children select their own toys and resources and develop their individual learning styles. Assessment is sharply focused, so that any gaps in learning are quickly identified and closed. Staff obtain very detailed information from parents about what children know and can do in each area of learning. This provides a valuable starting point for children's

learning and helps to show a complete picture of their progress.

Staff encourage parents to support children's learning at home and provide them with exceptionally detailed information about their children's activities and routines. A highly informative prospectus means that parents are very well informed about their children's learning and how best to support them at home. They share information with staff about their children's achievements at home, which is added to their progress records. There is further scope for staff to involve parents even more in their children's learning through finding even more effective ways to include them in children's play at nursery and at home.

There are two base rooms in the nursery, with two- and three-year-old children grouped together and older three-year-old children in the other room. Children choose which room to use at certain times each day, as one room is set up for messy play throughout the day. Children explore an exciting range of textures and natural materials, such as, shells, stones and wood. They use play dough, hand painting or jelly to feel different materials and see how they behave. They choose from a wealth of role play resources and are extremely imaginative in acting out roles in the home corner as they chat to each other and dress the dolls.

Older children develop their listening skills very well, as they enjoy an activity in which they follow the sound of bells and guess which child has them. They listen intently and enjoy trying to keep the bells quiet behind their backs. Children in this room are extremely well prepared for school, as they learn to recognise and write their names and familiar words. Staff teach them to form the letters correctly and to say the sounds. Children work independently and in staff-led activities to sort, order, count and match plastic animals, large buttons and other objects. They learn a wide range of mathematical concepts, which staff continually extend as children become familiar with these.

Younger children really enjoy 'painting' the decking or cleaning the outdoor play house with large brushes and water. They are very imaginative as they pretend to fill up their cars with petrol, using a very realistic-looking petrol pump made from a vacuum cleaner. Children plant flowers and vegetables and enjoy digging and exploring natural materials. They observe the insects that use their 'bug hotel', so that they learn about life cycles and nature. All children are extremely well challenged in their learning as teaching is very good and staff are very knowledgeable about how children learn. They extend children's learning in very exciting ways, which engage children through their own interests. For example, during a chat with a member of staff and a small group of children about holidays, a child said they went to the moon. This was extended later as children joined in a story about a teddy bear that pretended to go to the moon in a box. This develops children's imaginations and language skills extremely well, as staff introduce new words, such as the colander in the story.

Children with special educational needs and/or disabilities and children for whom English is an additional language are supported very effectively. Staff work very closely with parents and a wide range of other professionals and outside agencies, such as, a speech therapist, an educational psychologist or the area special educational needs coordinator. Parents share words in their home language and staff help children through the use of non-verbal

communication and visual timetables. All children are exceptionally well supported in their learning and development through the high expectations of staff and the huge range of good quality resources. Staff use these very effectively in enabling environments, so that children make very good progress.

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

Children are extremely happy and secure at the nursery, as staff work very closely with parents to share information, so that all their needs are met. They work together on children's potty training and other milestones and routines, so that children benefit from continuity of care. This builds their confidence and gives them security. Staff are very kind and caring and give the utmost priority to children's health and well-being. Children settle very well with the involvement of parents. Staff comfort children who are tired or upset by cuddling them and giving them the comfort items they bring from home. Younger children settle to sleep easily after lunch with the help of a favourite toy if they need it. Children form close bonds with their key person, who knows children and their families very well so they feel secure.

Behaviour is extremely good, as staff set clear boundaries and routines. All children and staff have very good relationships and children are very happy and settled. They chat to each other at snack and mealtimes and enjoy playing together. Children tidy up willingly and take turns to play cards and other games. They wait patiently for their turn in a circle game and gain confidence through frequent praise from staff for their achievements. Staff encourage children to be independent in their personal care and in their choice of activities.

Staff ensure children learn about healthy food, as they provide fruit and vegetables at snack time and healthy teas. They work with parents to ensure children bring healthy packed lunches and know which foods are good for them. Children have fresh air and exercise each day in the outdoor area, part of which is covered, so children can use it in all weathers. Their health and well-being is extremely well protected, as staff record any concerns they may have, so that any negative patterns are noticed. Staff are very aware of managing children's individual needs, such as nappy changing, when needed. They encourage children's independence, for example, to get their own coats on or to get tissues to wipe their own noses. Children manage risks safely on the outdoor equipment and on trips.

Very close links with local schools mean that children's transitions are managed extremely well. Staff invite teachers to visit children at nursery and they pass on information about children's progress. This means their needs continue to be met. Teachers are asked to bring photographs of themselves, other staff and the school, so that children become familiar with them. Parents are involved in the transition process, so that children are secure.

The effectiveness of the leadership and management of the early years

provision

The monitoring of planning and staff performance is highly effective. The manager carries out regular staff appraisals and supervisions and there is excellent teamwork between all staff. This ensures that the high expectations and standards in the nursery are maintained. Regular discussions between the manager and staff mean that areas for improvement are identified and training courses booked as a result. The manager ensures all staff training is up to date and that they share the knowledge and skills they obtain and can follow their interests in their professional development. Staff training is tracked, so that this can be sharply focused to improve staff performance. All staff work extremely well together to reflect on their teaching and planning and identify areas for improvement in the provision. An ongoing action plan is very detailed and means that there is continuous improvement in children's learning experiences. Parents and children are invited to contribute to this process. Children take photographs of their likes and dislikes around the nursery and take part in small group discussions in which their opinions are valued. Parents fill in detailed questionnaires and are invited to make comments and suggestions when they wish. Parents spoken to on the day were highly complimentary about the nursery and were unable to think of anything which would improve the provision.

Meticulous policies, procedures and record keeping mean that safeguarding is of the utmost priority in the nursery. The manager ensures that all staff have a thorough understanding of the policies and implement these on a daily basis. Rigorous risk assessments, recruitment procedures and staff suitability checks mean that children are safe. The premises are very secure and staff are extremely vigilant in their supervision of children and the admittance of visitors.

Partnerships with other professionals and local early years providers are very strong. The nursery initiates links through network meetings and invites other settings to the nursery to take part in training and to share ideas and best practice. This ensures that there is mutual support between the settings, which improves children's learning opportunities. Information is shared with the other settings that children attend, so that their learning is complemented and their needs met. Very strong links with local primary schools mean that staff receive expert advice on planning and provision and ensures that children are extremely well prepared for school. The nursery provides children with a highly secure and foundation on which to build their future learning and development.

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	205163
Local authority	Worcestershire
Inspection number	915299
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	60
Name of provider	Shirley Anne Wilks
Date of previous inspection	13/06/2011
Telephone number	01527 570063 or 07986 017560

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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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