

Abracadabra

5 Tennyson Road, Worthing, West Sussex, BN11 4BY

Inspection date	26/09/2013
Previous inspection date	26/10/2009

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

- Children are very well supported in their personal, social and emotional development. This is because staff get to know the children and their families thoroughly, meet their diverse needs and foster an environment of care and consideration for each other.
- Staff have a good understanding of how young children learn and make the most of opportunities to extend their language for thinking and imagination. This means that children express their own ideas and are confident communicators.
- Staff establish positive and trusting relationships with parents. An effective two-way flow of communication supports children's welfare and learning and development.
- Management carefully monitors the whole provision; including the quality of teaching. As a result, staff meet children's learning and care needs well.

It is not yet outstanding because

- Rich opportunities for children to see print, and learn about and use words and numbers, are not always extended to the outdoor area.
- Staff do not consistently extend babies interests through the use of natural resources, which means they have fewer opportunities to explore and investigate.

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 toured the premises and observed children at play, indoors and outside.
- The inspector held meetings with the manager and deputy and conducted a joint observation with the manager.
- The inspector took into account the views of parents and carers spoken to on the day and information included in the parent questionnaires.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.

Inspector

Shan Jones

Full Report

Information about the setting

Abracadabra nursery is privately owned. It registered in 2004 and operates from a detached house in Worthing, West Sussex. All children have access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register. The nursery is open each weekday from 7.30am to 6pm, all year round, except bank holidays.

There are currently 116 children on roll. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery currently supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery employs 22 members of staff; 14 of these hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- increase the opportunities for children to see and use print and numbers in the outdoor play area

- provide opportunities for babies to explore more natural resources.

Inspection judgements

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

Children are making good progress towards the early learning goals because staff support their individual needs well. Children benefit from developmentally appropriate activities, which provide them with a good range of learning opportunities. Staff carefully observe and assess children's learning and keep clear records of their progress. This includes the required progress check at age two. Staff regularly invite parents to review their child's development records and discuss any areas where they may need additional support. Strategies are then agreed for working together to ensure children reach their full potential. Staff work well with parents, embrace children's achievements at home and include these in the progress records. This results in an effective shared approach to promoting children's learning and development.

Children are clearly, happy and well settled in this caring and inclusive environment. They settle easily into activities and show good levels of interest and enjoyment in what staff provide. This is because staff are active and act as good play partners to encourage

children to get involved. All children, including those learning English as an additional language, successfully develop their spoken language. Staff interact sensitively with the children at their level, asking meaningful open questions to skilfully challenge and extend their learning. They listen intently to what children say and do, ensuring children feel valued and boosting their self-esteem and confidence. Children enjoy books, they learn to turn the pages and discuss the pictures on the pages. They snuggle in the cosy areas and enjoy popular stories; they listen and are attentive and join in to predict what happens next. As a result, children are beginning to understand that print carries meaning and that stories are enjoyable. Children learn mathematical skills through adult-led activities, such as baking, sorting objects by colour and size and singing number rhymes and songs. Staff provide an indoor environment rich with print and numerals to show children how these have meaning. However, these rich opportunities are not fully extended to the outdoor area, which means children are not fully supported in understanding how words and numbers can be used in context, in different environments. Young children competently press the buttons and repeat the action as they giggle and enjoy the effect it has. Older children confidently use the computer and gain skills to help for future learning as they negotiate the mouse efficiently.

The staff's effective activity plans support each child to acquire skills and foster their capacity to continuously develop. Children are motivated by staff, who show their own enthusiasm during activities, offer plenty of challenges to children and reward them with lots of praise and encouragement. Younger children enjoy exploring paint to create foot prints on large sheets of paper. They have great fun as they experience the texture of the paint and create their own marks. Staff caring for babies give their full attention when babies look at them and use their voice and touch to communicate with them. Staff repeat words, describe what children are doing and use their favourite songs and musical instruments to capture their interests and increase their language. However, they do not consistently enable babies to freely choose from a range of natural materials. This means that at times, babies have fewer opportunities to explore using their senses.

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

Staff welcome children warmly on arrival. Children are very well-settled and secure and they enjoy trusting relationships with staff. This results in the warm, happy atmosphere that is clearly evident at the nursery and means that children's emotional well-being is fostered effectively. Staff manage the settling in process for children very well. For example, parents are asked to complete an 'all about me' document to ensure staff are well-informed about their child's individual needs, interests and prior learning before the placement commences. Settling-in visits are also offered. Babies and toddlers share a warm relationship with their key person and other staff, who are kind and gentle towards them. From an early age they explore their surroundings supported effectively by attentive staff. As children move through the nursery they make several visits to their new room so they can get to know their new carers and become familiar with any changes in their routines. All of which, ensures they have emotional security and stability and develop close and trusting bonds with their key persons.

Staff provide children with a warm, safe and stimulating environment. Well-resourced playrooms offer plenty of space for both table top games and floor activities. Children reach toys with ease, due to the arrangement of low-level cupboards and drawers. Children play freely in the outdoor play area that is well-equipped with apparatus to allow for physical activity. Children are provided with a healthy balanced diet that takes account of their specific dietary needs. This includes a good amount of fresh fruit and vegetables and hot meals that are freshly prepared on site. Staff and children adopt effective hygiene practices to prevent the spread of infection and first aid, medication and accident requirements are met to secure the children's' health and well-being.

Children's behaviour is good. Staff praise the children, provide encouragement and offer age-appropriate interventions when necessary. For example, older children are encouraged to think about the feelings of other children rather than focus on negative behaviour. Staff share consistent expectations and are good role models themselves. Children willingly take on responsibility, for example, tidying away toys and resources in preparation for lunch. The daily routines include regular safety reminders to raise children's understanding. This includes learning to take care with simple tools and follow rules when walking up and down the stairs. Regular fire evacuations enable staff and children to know what to do in an emergency. As a result, children enjoy their experiences in the nursery and learn skills that help them manage their move to school.

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

The management team leads and manages the nursery very well. Consequently, the requirements of the Statutory Framework for the Early Years Foundation Stage are met consistently. The recruitment and vetting of any new staff is robust and their induction is very comprehensive. This focuses on ensuring that they not only read all of the nursery's policies and procedures, but that they understand these fully. This means staff soon become confident in carrying out their duties in the expected manner, such as ensuring children are supervised at all times. All staff undertake training in child protection and, as a result, they are confident in recognising the possible indicators of abuse or neglect. They know what to do, should they have any concerns about a child's welfare. Staff understand their responsibilities to provide safe play environments for children. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

The management team monitors staff performance both informally through working alongside the staff and more formally through annual appraisals. Staff are supported to attend some relevant courses and gain additional qualifications. The manager uses regular staff meetings to discuss and share any ideas and practice issues to further promote effective outcomes for children. Self-evaluative practice is strong. The staff team have worked together to prioritise areas for development and identify strengths and weaknesses. Staff and management are proactive and have a positive attitude in bringing about improvement. For example, the management team has met the recommendations from the last inspection and undertaken leadership and management training. Staff work

towards action plans that provide an ongoing programme of development, which ensures continuous improvement. The staff continue to learn new skills and refresh practice. Staff have a range of knowledge and expertise and they are good role models for children.

Parents speak highly of staff and express their satisfaction with the service provided. They comment positively about the nursery, particularly about the friendliness of staff. Parents receive quality newsletters and can review detailed notice boards to gain further information about the nursery. This helps parents to know what is going on in the nursery and aids their children's care and learning over time. To help all children, good links have been established with outside agencies, such as the local authority and other agencies. This also ensures that children's specific needs are assessed and that appropriate support is given. Staff also work with other settings who share care of the children to ensure there is continuity of care and learning.

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	EY298035
Local authority	West Sussex
Inspection number	908120
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	52
Number of children on roll	116
Name of provider	David Nigel Browne
Date of previous inspection	26/10/2009
Telephone number	01903 201824

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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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Piccadilly Gate
Store St
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M1 2WD

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