

# ABC Early Learning & Childcare Centre UK Ltd

9 Bilbrook Road, Codsall, Wolverhampton, West Midlands, WV8 1EU

<b>Inspection date</b>	30/09/2013
Previous inspection date	24/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 are highly motivated, and eager to participate in all activities, consistently demonstrating the characteristics of effective learning. The extremely sharp focus specifically on helping them to acquire skills across the prime areas of learning in conjunction with the specific areas helps all children make rapid improvement in their learning from their starting points.
- Practitioners are dedicated, highly skilled and sensitive to children, helping them form secure emotional attachments and bonds, that provide a strong base for developing personal independence and encouraging exploration.
- The highly effective key person system ensures all children are exceptionally well prepared for the next stages in their learning. Practitioners significantly enhance and support children's transitions both within the setting and to other settings and school provisions.
- Children's needs are quickly identified and exceptionally well met through highly effective partnerships and close liaisons between the setting and each child's parents.

## 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 carried out a joint observation with the nursery manager and talked to children, staff and key persons throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, evidence of the suitability of staff and recruitment procedures.
- The inspector observed children's activities in all playrooms and the outdoor areas.

## Inspector

Julie Preston

## Full Report

### Information about the setting

ABC Early Learning & Childcare Centre UK Ltd has been registered since 2004 and is owned by a private limited company. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two converted premises in the village of Bilbrook in South Staffordshire. The nursery serves the local area and is accessible to all children. It operates from seven base rooms and there is an enclosed area available for outdoor play at both properties.

The nursery employs 27 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level 3 up to level 6, including one with Early Years Professional Status. The nursery opens Monday to Friday all year round with the exception of Christmas week. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 119 children attending who are within this age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports 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 use of parental input as part of the ongoing refinements to the self-evaluation process.

## Inspection judgements

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

Children thrive and are highly motivated to learn as they participate in a wide range of interesting and challenging activities designed to capture their imagination within this exceptionally high quality nursery. They make rapid progress in all base rooms towards the early learning goals in relation to their individual starting points. The extremely dedicated and knowledgeable staff team closely observe and assess children once they are settled in and the focus for next steps in learning are planned as a result of this. Plans link to children's interests and development needs, but are flexible to take account of their spontaneous ideas. Staff track each child's progress and development effectively and use their comprehensive knowledge of the child to secure timely interventions and support. The owners, staff and management have high expectations for children in relation to their learning and potential for future achievement. The teaching and learning within the nursery is exceptional. Staff demonstrate an excellent knowledge and understanding of

the prime and specific areas of learning and how children learn and develop. They have very high expectations of themselves and work extremely hard to promote all areas of learning to a very high standard.

Children arrive full of excitement and enthusiasm, looking forward to exploring the exciting things on offer that day. The nursery is filled with the wonderful sound of children and adults laughing, talking and playing together. Staff's in-depth interactions with children enable them to be highly motivated and actively engaged. Children are well behaved and staff use positive reinforcement to manage a range of children's behaviour very effectively. The environment, both indoors and outdoors, is exceptionally well-resourced and organised, which supports children's sense of curiosity and their natural desire to explore and investigate. Excellent relationships with parents enable them to fully engage and be involved in their child's learning process. For example, through ongoing discussions, review meetings, activities for them to complete at home with their child and their input within the observation and assessment process. The highly successful strategies in shared learning ensure children are extremely well prepared for the next steps in their learning when they move on to other rooms, other settings and on to school.

Children also have regular opportunities to participate and extend their learning through visits undertaken in and around the local community. For example, babies enjoy going out in their pushchairs for walks with their keyworkers. Staff have a strong focus on developing children's early listening and communication skills. They provide regular opportunities for learning new songs, sharing stories, learning letter sounds and for children to freely access a variety of reading materials. Staff also help children to communicate through pictures, signs and gestures and learn and use key words in home languages. Children learn some key words and numbers in the home languages of other children in their base room and find this fascinating. They have access to a wealth of high quality multicultural resources and positive images displayed around the room help children to learn about the similarities and differences between people. Opportunities to develop independence and decision making skills are routinely available as resources are provided at low-levels, with clear labelling to encourage children to make personal selections about what they would like to play with and experience within each session. Babies and children demonstrate a strong exploratory impulse, which is significantly enhanced because staff provide a wealth of interesting resources and materials for them to investigate. For example, resources using all their senses, such as baked beans, jelly, black and white objects, textured materials and activity toys.

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

The nursery provides a highly stimulating and interesting environment for children that promotes learning and development indoors, outdoors and within the local community. Children receive exceptionally warm and responsive care. As a result, children are extremely happy, they feel valued, settle quickly and their overall emotional well-being is significantly enhanced. Children show by their words and actions that they are confident and at ease in their surroundings. Babies babble happily as they play and older children

excitedly share news and talk about their experiences. Staff intuitively and effectively respond to children's emotional needs. Consequently, children readily go to staff for any necessary support, comfort and reassurance. A flexible settling-in arrangement allows new children to gradually accustom themselves to this new environment. These arrangements reflect the needs of children and their families, and encourage parents to share a wealth of important and useful information about their children. This information is then recorded by the key person and used effectively to support children's ongoing well-being and progress. This member of staff builds a relationship with them and their parents, and promotes communication and consistency of care. This well-established key person system successfully supports children's welfare and emotional security.

The staff are good role models, with high expectations for children's good behaviour. They are respectful and courteous to each other and expect the same of the children. For example, they co-operate very successfully with each other, taking turns and sharing resources. Relationships between staff and children are excellent and children relate particularly well to their key person who oversees their progress and needs. The children are confident and independent learners who make excellent attempts to take care of their own personal needs. For example, older children address their own toileting needs, access their own resources and prepare themselves to go outdoors. The outdoor areas provide extensive opportunities for physical development for all ages through exploratory and investigative play. They are safe and secure, therefore, children are confident to take part in activities, such as building towers, sharing stories, crawling through tunnels and balancing on stilts.

There is a strong emphasis on the importance of healthy eating and lifestyles and staff develop children's knowledge and understanding through discussion, activities and daily routines implemented. For example, children grow their own food in the garden area which the cook prepares for them as part of their meals and snacks. This helps them develop an understanding of healthy foods, whilst expanding their understanding of how plants grow and develop. A healthy and nutritious range of meals and snacks are provided for children that include a good selection of fresh fruit and vegetables. Parents are warmly welcomed and feel valued. They appreciate the time staff spend with them as well as their children and confirm how much their children enjoy coming to nursery. The children are happy and willing learners. They relate very well to nursery staff, and particularly to their key person, demonstrating how confident, safe and secure they feel. Staff effectively support children moving on to other early years provision or school; they make these occasions positive experiences for all concerned. Staff talk to older children moving on to school about what to expect and use story books and role-play to encourage children to share any concerns that they might have and teachers are invited into the group to informally meet children.

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

The nursery is led and managed by an extremely dedicated and enthusiastic team of owners, management and staff. The managers and owners inspire the staff team, taking

an active role, providing, advice, support and guidance with a family ethos embedded as the corner stone for all the work they do. The owners have a clear vision for the future that is actively shared with staff with the aim of working together to bring about improvement in the provision. This creates an inclusive, hands-on approach to children's learning and enabling children to take responsibility for extending their own play and learning experiences. The staff team work closely and effectively together and their commitment is evident. Self-evaluation is rigorous and well documented, reflecting the strengths and weaknesses of the setting. It involves all parties to bring about ongoing improvement. Consequently, plans for improvement are precise and meaningful. For example, there is further scope to enhance parents' involvement in the self-evaluation process and the owners are reviewing ways in order to achieve this.

The provider shows an excellent understanding of her responsibility to meet the requirements with the Statutory framework for the Early Years Foundation Stage, including the welfare and the learning and development requirements. Policies and procedures are implemented very effectively and are continually revised to reflect current legislation and changes in practice. Required documentation is all in place and effectively maintained. This inspection was brought forward by Ofsted following concerns raised relating to an allegation against a member of staff. All procedures for safeguarding children are in place and consistently and rigorously applied throughout all aspects of the provision. Children's safety is afforded a very high priority and they are extremely well protected. Staff are vigilant and take meticulous care to reduce the risk of accident and injury to children. Very effective security measures are in place and this includes security cameras and coded entry doors. The management team ensures that shared policies are regularly updated and that staff have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements. Recruitment, vetting and staff induction procedures are rigorous ensuring that all staff have the appropriate skills and qualifications and are suitable and safe to work with children. The professional development of all staff is actively encouraged and training needs identified. Detailed performance management systems are implemented well with staff and these help to ensure all staff are monitored to identify areas of strength and areas for potential development.

The senior staff and management team monitor educational programmes to ensure the quality of teaching and learning is continuously improving and that all areas of the early years curriculum are delivered. This ensures that the development needs of all children are fully met and that children are continually provided with opportunities to progress. Planning is reviewed and attainment is monitored to ensure children are making appropriate progress across all areas of learning. The current planning system is flexible and works because it can respond quickly to children's developing needs. Planning is regularly reviewed by the senior members of staff and the management and the system is modified and updated as programmes of learning change and need to be adapted. The parent partnership is a strength of the provision and the positive relationships between staff and parents ensure that the children's needs are extremely well met. Parents are confident that their suggestions and comments are valued and any concerns they have are listened to and dealt with promptly.

### 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

<b>Unique reference number</b>	EY288917
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	935109
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	81
<b>Number of children on roll</b>	119
<b>Name of provider</b>	ABC Early Learning & Childcare Centre UK Ltd
<b>Date of previous inspection</b>	24/01/2011
<b>Telephone number</b>	01902 840402

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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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