

Abacus Nursery & Out of School Club Dawley

Abacus Day Nursery, 10-12 High Street, Dawley, TELFORD, Shropshire, TF4 2ET

Inspection date	21/01/2014
Previous inspection date	11/11/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children appear happy and secure as they form close relationships with staff and each other. This promotes children's emotional well-being and enables them to settle well into the setting.
- Partnerships with parents are positive. Staff ensure that they are regularly consulted with and kept informed about their children's activities and ongoing progress.

It is not yet good because

- The quality of teaching is not consistent amongst members of staff during adult-led activities, which means that children are not always engaged in their learning and development.
- The outdoor area is not welcoming to children and is not conducive to their learning and development because children are not provided with interesting or challenging activities to promote their progress in the outdoor environment.
- The setting's safeguarding policy does not accurately reflect the manager's knowledge and understanding of how to effectively safeguard children.
- The monitoring of assessment is not accurate enough to ensure children's records reflect their correct developmental age range. This means that parents are not correctly informed of their child's progress.

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 play and learning activities in all rooms and spoke to staff and children in the indoor and outdoor environments.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of children's assessment records and planning documentation and discussed these with staff.
- The inspector took account of the views of parents spoken to on the day.
- The inspector carried out a meeting with the management, looking at and discussing a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation form and improvement plan.

Inspector

Kerry Wallace

Full report

Information about the setting

Abacus Nursery & Out of School Club Dawley opened in 1999 and is on the Early Years Register and the compulsory and voluntary Childcare Register. It is privately owned. It operates from a two storey building on the main street of Dawley in Telford. The nursery serves the immediate locality and also the surrounding areas. The nursery open five days a week from 7.30am until 17.45pm all year round, except on bank holidays and for a week at Christmas. Children attend for a variety of sessions, including before and after school and during school holidays. There is access to an enclosed outdoor play area. The nursery has a sister nursery operating in Ketley Bank, in Telford.

There are currently 53 children in the early years age range on roll. The nursery received funding for the provision of free early education for two-, three- and four year old children. There are currently eight staff working directly with the children, all of whom have an appropriate early years qualification. The nursery receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- update the safeguarding policy and procedures to ensure that it meets requirements to effectively safeguard children by including; clear processes for dealing with allegations against staff, the use of cameras and mobile phones in the nursery and details of how to notify visitors of the setting's mobile phone policy.

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

- develop staff practice during adult-led activities to ensure that children remain engaged and motivated to learn
- improve the quality of the outdoor provision to provide interest and challenge to children and ensure that all equipment is suitable for children's use, with particular regard to the outdoor seating arrangements
- improve and develop the arrangements for the monitoring of children's assessments so that they are accurate and ensure that parents are correctly informed of their child's development age range
- promote children's self-hygiene and independence in the setting during daily routines, for example, encourage children to access tissues to wipe their own noses.

Inspection judgements

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

Parents are happy with the information received and the progress their children make and comment on how well children settle at the setting. Staff obtain information from parents about current interests their children have and use this to plan activities to support children's learning. Staff support and engage all parents in their children's learning, however, the inaccuracy of the assessments means that parents are not fully informed of their children's progress. That said, the two year progress check is completed and shared with parents to help to identify any concerns about their development so they are supported and appropriately managed. Each child has a learning journey progress record, which is used well as staff undertake regular observations on their key children. However, in some records the assessments do not reflect the appropriate age or development stage of the children, resulting in staff being unable to plan accurately for children's next steps in learning.

The quality of teaching is varied amongst staff, which results in some children being disengaged and easily distracted during adult-led activities. For example, during the joint observation the inspector noted that children at one table turned around from the table to look around the room, while in contrast, at another table children were fully engaged and responding well to the member of staff. There is a good balance of adult-led and child-initiated activities to ensure that children develop appropriate skills in learning. Educational programmes offer interest and challenge in the indoor areas, for example, children enjoy free painting, playing in the sand tray, dressing up and small world play. However, child safety gates prevent children from accessing all areas of the pre-school and do not allow children to have free-flow between rooms. This means the learning environment is not organised to allow children to explore all areas, preventing them from experiencing all of the available resources at a time of their choosing.

Children benefit from physical exercise carried out in a large indoor room, for example, they crawl through tunnels and play with balls. However, the outdoor area is unwelcoming and does not present children with adequate challenge or interest. For example, the large sandpit does not contain any sand and benches provided for children to sit on are not of a suitable height. This does not promote their learning and development during outdoor play.

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

Children are allocated a key person when they first start to attend and this helps them settle and feel secure. Parents are encouraged to bring their child for a visit and can stay to help their child to become familiar with the setting. Staff are friendly and caring, which helps children to develop an attachment with their key person and support children's emotional well-being. Transitions to school are supported by inviting staff from local schools to attend the setting to enable teachers to meet with children and begin to form relationships that will continue into their school life.

Children behave well and are reminded by staff to share resources and show compassion for their peers. Staff are good role models and use effective methods to manage children's behaviour, for example, a sand timer is used to encourage taking turns at popular activities. This promotes positive behaviour amongst the children.

The food provided to children at snack time promotes their health and any special dietary requirements are met. For example, they always have a variety of fresh fruit with a choice of milk or water. Children are encouraged to pour their own drinks, however, other opportunities to promote their independence are sometimes missed, for example, staff do not enable children to butter crackers themselves or select the cheese. Children are encouraged to have regard for some aspects of their personal hygiene, such as, washing their hands before eating but do not have access to tissues to enable them to wipe their own noses. This does not promote growing awareness of self-care amongst children.

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

Children are generally safeguarded well. All staff are appropriately qualified and vetting procedures ensure they are suitable to work with children, in addition they have attended up-to-date safeguarding training. Staff carry out detailed risk assessments to ensure the safety of the children in the setting and during outings. Staff are knowledgeable about safeguarding procedures, however, this is not always reflected in policy and procedure. The policy, for example, does not detail who would investigate an allegation made against a member of staff. There is a separate policy covering mobile phone and camera use, however, this does not include use by adults other than staff and there is no process for communicating the policy to visitors.

Management have taken necessary actions to complete all the recommendations from the previous inspection. There are now detailed systems in place to ensure regular observations and assessments are carried out. However, when comparing the information on the two year progress check and tracking sheet, there are inaccuracies in recording children's development age ranges. This was also apparent when looking at the computerised system for analysing children's progress across all areas of learning. This means that the monitoring of assessment is not effective in identifying areas of weakness. The setting's self-evaluation form is updated on a regular basis by management, however, this has not identified the need to develop the outdoor area to enable children to have daily access to suitable resources. Consequently, self-evaluation is weak and ineffective.

Parents are happy with the progress their children make and praise staff for their commitment in settling children into the setting. Daily diaries are used to inform parents of activities and individual achievements. Staff ensure parents are regularly invited to participate in organised events, for example, they attend Harvest Festival and the Christmas Nativity. This means partnerships with parents are promoted.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	208157
Local authority	Telford & Wrekin
Inspection number	864151
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	76
Number of children on roll	53
Name of provider	Simon Peter Hawkins
Date of previous inspection	11/11/2008
Telephone number	01952 501149

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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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