

Abacus Day Nursery

Inspection report for early years provision

Unique reference number	EY335501
Inspection date	19/01/2009
Inspector	Patricia Graham
Setting address	Abacus Nursery, 44 Neal Avenue, Ashton-under-Lyne, Lancashire, OL6 6PB
Telephone number	0161 3440068
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Type of setting	Childcare - Non-Domestic

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Abacus Day Nursery registered in 2006. It is a privately owned business. The nursery provides full day care from a single storey building, which is located in the Ashton-under-Lyne area of Tameside. Children are cared for in four base rooms and have access to enclosed outdoor play areas.

The nursery is open weekdays from 07.30 to 18.00. It is closed for Christmas and bank holidays. The nursery is registered for 71 children in the early years age range. There are currently 51 children, in the early years age range, on roll. The nursery cares for a number of children who speak English as an additional language.

There are 18 members of staff, 12 of whom hold childcare qualifications and six are completing training to achieve a childcare qualification. The nursery is working towards a quality assurance award through the local authority.

Overall effectiveness of the early years provision

The nursery adequately supports children's learning and development. However, inclusion is not consistently promoted as some children do not have equality of opportunities in some aspects of the day. Staff demonstrate a commitment to make continuous improvements and new systems are in place to monitor the provision, promoting some positive outcomes for children. However, key areas to develop are not successfully highlighted through the self-evaluation process.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- minimise the risk of cross-infection by reviewing sleep arrangements to ensure children have their own bed linen
- improve opportunities for younger children to become physically active and have first hand contact with the natural world by providing outdoor play on a daily basis unless circumstances, such as unsafe weather, make this inappropriate
- develop communication with other settings that children attend to ensure continuity in their learning.

To fully meet the specific requirements of the EYFS, the registered person must:

- promote equality of opportunity to ensure every child is fully included in all aspects of the day.
(Organisation)

03/02/2009

The leadership and management of the early years provision

The management team has good systems in place to safeguard children. They ensure all members of staff understand safeguarding issues through a clear induction process and child protection training is a priority for new members of staff. Detailed risk assessments are undertaken ensuring children's safety at all times. In addition to this, stringent safety measures in relation to collection of children are adhered to at all times through the effective use of an newly installed intercom system.

Procedures are in place to ensure children are cared for by a key person. Consequently, children are developing a genuine bond with familiar adults who are nurturing in their approach. There is a balance of adult led and child initiated activities, which positively supports children's learning and development. However, systems are not continually organised to ensure equality of opportunity for all children. For example, meals are not provided to all children who attend over the lunchtime period and procedures for seeking children's home language are not fully effective. Consequently, their individual needs are not fully met.

The management team reflects on the nursery provision through adequate self-evaluation and identify some areas to develop. For example, they are currently developing indoor areas to maximise storage space for children's toys and resources. In addition to this, they are closely monitoring the new observation and planning systems to ensure children are supported in their learning and development. Most recommendations made at the previous inspection are addressed, enhancing children's safety and well-being.

Positive partnerships are formed with parents as staff take time to speak to them about their children's progress. However, links are not yet established with other settings children attend. As a result, children do not fully benefit from continuity in their learning.

The quality and standards of the early years provision

Children make sound progress in their learning and development because the staff team offer a range of suitable activities. For example, children refine their writing skills as they make patterns in flour and as they access an adequate selection of resources in the mark making areas. They ascribe meaning to text as they write their own book reviews and listen to stories with interest. This positively supports children's enjoyment of books and stories.

The indoor environment helps children to become active learners, in a safe and secure setting, which builds their confidence. For example, babies freely explore a range of suitable toys and resources presented at low-level. They develop their physical skills and coordination as they crawl across the carpeted floor and acquire new techniques, such as climbing and tumbling as they play on the soft play area. However, the outdoor environment is not consistently provided. As a result, younger children have limited opportunities to explore the natural world and

become physically exuberant.

Children develop their creativity as they play imaginatively using a range of resources and real life props, which supports their role play. Staff play with children and positively support their interests into imaginary worlds. For example, staff respond to children's interest about mermaids as they plan a meaningful topic, 'Commotion in the ocean', which builds on their curiosity and extends their learning. The staff team are beginning to use observations to inform planning for children's next steps. Although in its infancy, it is working reasonably well to support children's learning and progress.

Some good hygiene measures are in place, which enhances children's health and well-being. For example, effective nappy changing procedures are followed and colour coded cloths are used throughout the nursery. However, individual bed linen is not provided for children who sleep, which increases the risk of cross-infection. Children have good opportunities to play quietly and relax according to their needs. They learn how to keep themselves safe as staff talk to them about potential hazards and as they practise regular fire drills.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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