

ABC Day Nursery Ltd, Hollinswood

Hollinswood Infant School, Dale Acre Way, TELFORD, Shropshire, TF3 2EP

Inspection date	14/01/2014
Previous inspection date	22/07/2009

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 form excellent emotional attachments to staff, because key staff spend quality time with them. This also results in the children's individual needs being exceptionally well-met.
- Children are offered a wide range of exciting, challenging activities that encourage their natural curiosity to learn. The environment is extremely well-organised, enabling children to be independent in their play and learning with support and reassurance provided by staff.
- Strong leadership and management teams provide highly effective monitoring that drives the continual pursuit for excellence within the setting as a whole. They strive to achieve the best possible outcomes for all children that attend based on individual starting points consistently over time.
- The quality of teaching is consistently of a very high quality throughout the nursery. This supports children's all-round development exceptionally well.

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 all the playrooms and the outside playing areas.

- In addition, the inspector spoke to several staff about the learning intentions of activities observed at the inspection.

The inspector looked at a selection of documents that included children's

- assessment records and planning, evidence of suitability of staff working within the setting and a selection of the nurseries policies, procedures and records.

The inspector held various meetings with the owner, the area manager, the

- operations manager, the lead practitioner, the teacher support and spoke to key persons, staff and children.

- The inspector had a tour of the premises and conducted a joint observation with the lead practitioner.

Inspector

Julie Preston

Full report

Information about the setting

ABC Day Nursery Ltd and Out of School Club is one of four nurseries run by ABC Nursery Limited. The nursery registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from dedicated rooms within Hollinswood Primary and Nursery school. The nursery and out of school club serves the local area and is accessible to all children. The nursery is accessed on ground level and has access to three outside play areas. The nursery employs 12 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, one at level 6, three at level 2, including one with Qualified Teacher Status. The nursery opens Monday to Friday all year round, from 7.45am until 6.00pm. It provides after school care during term time for children attending the school. Children attend for a variety of sessions. There are currently 70 children attending who are in the early years 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 and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- provide further opportunities for parents of children with English as an additional language to become involved in their children's learning in the setting and at home.

Inspection judgements

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

Staff have very high expectations of all children. They find out about what they can do before they start at the nursery and their interests through detailed discussions with parents and information obtained in their 'All about me' records. As a result, staff are able to effectively plan for each child from the very beginning of their time at the nursery. Staff have a detailed knowledge of the Early Years Foundation Stage, including the prime and specific areas of learning, this enables them to effectively offer superb support for children across the seven areas of learning. Regular, meticulous observations identify what children can do and staff use this knowledge along with the knowledge of children's interests to guide individualised planning. This means that activities and experiences provide children with highly innovative challenges, which supports their next steps in their learning and development. Children who speak English as an additional language also receive very good support from staff. This is because the staff learn key words in the children's home language to support their communication skills, alongside supporting their learning of English as they play. Thorough tracking systems enable staff to identify children who need additional support early on and enable them to monitor children's achievements over time. Therefore, all children enjoy their time at the nursery and are making excellent progress

from their initial starting points, including children who attend the setting with special needs and/or disabilities.

Children enjoy a well-organised environment where they can select resources to support their play. They become very engrossed in what they do and sustain their play for a long periods of time as they eagerly wash their dolls in the toddler room with the cloths, taking particular care before drying them off with their towels. Staff extend children's language for thinking extremely well by asking a wide range of open-ended questions in relation to the activities they are completing. For example, in the pre-school children choose to act out being doctors caring for their patient and staff ask them what they feel is wrong and how they can make them better. Children in all rooms love to share books with staff and enjoy independent reading. Staff use visual aids, such as puppets and props to extend children's enjoyment of story sessions. For example, babies particularly enjoyed sharing stories with pop-up books and puppets; they sit animatedly and actively engaged with staff showing intense enjoyment on their faces. Children's understanding of the world around them is developed through the use of a wide range of resources and planned activities. For example, they enjoy trying foods from other countries during food tasting sessions, dressing-up in clothes worn by people in other cultures and finding out about a celebrating a range of festivals, such as Diwali, Chinese New Year and Eid. Children use mathematical language routinely during everyday activities, such as when identifying the date and how old they are at the registration session in the pre-school room. Numbers are also evident in all base rooms and denote the numbers of children allowed in specific areas, the number of pieces of a specific snack they can take and are also used by children as they enjoy measuring how tall their friends are with the measuring tape.

Staff carry out regular observations on children and display these in individual 'learning journal' files with lovely photographs and captions for parents. Parents are provided with a short summary of their child's progress every term and staff plan a parents evening with them to discuss this. Parents can also take home their child's 'learning journal' at any time. Staff encourage parents to share in their child's learning and generally excellent relationships have been established. For example, they include activities they can complete at home with their child in newsletters and share examples of how activities and learning can be extended at home during daily verbal exchanges and information shared at parents evenings. However, there is scope to further enhance these opportunities to further involve parents for whom English is an additional language to completely engage them in these processes. These opportunities encourage parents to share information about their child, become effectively involved in their child's learning, and pass on relevant information regarding what their children do at home. Staff working with the oldest children have a robust understanding of how to support children's learning in readiness for school. For example, they encourage children's personal independence and self help skills as the attempt to put on their own shoes and coats for outdoor play and serve their own meals and drinks at meal and snack time sessions.

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

Children are exceedingly happy and settled in the care of the attentive staff team with whom they have very close bonds and secure attachments. An extremely well-established key person system ensures that children form strong attachments, encouraging children's sense of security and belonging. For example, children enjoy snuggling up to staff for cuddles, reassurance and support. They also enjoy the abundance of meaningful praise, for example, as staff acknowledge what a child has done well. This supports children's self-esteem and confidence successfully. Staff work with the parents exceptionally to settle their children into the nursery through gradual settling-in procedures implemented. Staff familiarise themselves with children's interests and use these to settle children in. This enables each key person to plan and adapt the provision to ensure children's needs are exceptionally well-met and they settle with ease. Children have extremely secure bonds with the staff, which builds their self-esteem, confidence and emotional security. Staff are very effective role models of behaviour and treat children with extreme kindness and respect. They are skilful at supporting children to learn how to manage their own behaviour and emotions. This is helped by a calm approach and clear explanations and reminders from staff to enforce reasonable boundaries. Children are consistently well-behaved as staff use positive strategies to help children learn right from wrong and manage minor behavioural issues. All children play very well together as staff support their understanding of turn-taking and sharing resources effectively. Staff consistently model exceptional social manners, ensuring that they use 'please' and 'thank you' when interacting with the children and each other. This ensures that children's understanding of politeness is exemplary.

The environment is organised exceptionally well and is maintained to an excellent standard of hygiene. It is bright, stimulating and extremely well-resourced indoors and outdoors. For example, in all rooms children enjoy the fact that resources are stored at low-levels enabling them to select their own resources to self initiate their own play and learning. Children develop an excellent understanding of healthy lifestyles through routine activities that provide a good balance of indoor and outdoor activities that are exciting and interesting to children. In addition, these activities promote exercise and present challenges. For example, pre-school children participate in an obstacle course. They step across the stepping-stones counting them as they go before going through the tunnel to the end to excitedly await their next turn. Children's independence is supported extremely well as they prepare their own snacks, serve their own meals and manage their personal care needs dependent on their ages, for example, older children make their own sandwiches, serve their own meals and pour their own drinks. Children understand how to keep themselves safe and follow highly effective routines that support this. For example, they regularly practise fire evacuation drills and enjoy visits by the fire officers and their fire engine. Through skilful interaction staff explain, for example, how to use equipment safely. Children benefit extremely well from regular fresh air, exercise and the range of healthy meals and snacks, which are freshly cooked on the school premises. Staff work closely with parents and other professionals to ensure any additional or medical needs are met. Comprehensive records are kept of any accidents or medication administered and records are effectively shared with parents. Concise recording of children's allergies or food preferences ensure needs are met and respected in close liaison with the school kitchen. This promotes children's good health exceptionally well.

Transitions are managed highly effectively within the provision to support children. For

example, the staff implement an effective settling-in policy which includes spending time with individual children and their parents at the provision, which is highly successful in helping babies and children integrate. Key persons carefully plan visits to other rooms to ensure children's transition is introduced slowly and comfortably. Visits by staff from other local schools/agencies are encouraged and effectively support children when they move to another setting. Staff ensure parents are aware of the process through discussion and the sharing of the policies, to enable all parties to support the children extremely effectively at this time.

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

Leadership within the nursery is extremely strong with both the owner and managers having high aspirations for quality and the ongoing development of the service. They have an excellent understanding of their responsibility to meet the requirements of the Statutory framework for the Early Years Foundation Stage, including the welfare and learning and development requirements. Children's safety is given high priority by all staff. They are deployed effectively within each of the base rooms to provide children with consistently high levels of direct support and supervision. Arrangements for safeguarding are very effective, with the management and all staff expected to complete relevant training in local safeguarding children policies and procedures. This ensures staff have a secure knowledge of what to do should they have any concerns about a child, which contributes well to maintaining children's safety and protects their well-being. Highly effective staff deployment and safety practices help keep children safe. For example, detailed risk assessments and daily safety checks are completed to ensure children's safety. Robust recruitment and vetting procedures ensure that everyone working with the children is suitable to do so, with all new staff and students undertaking relevant induction procedures when they join the setting. Staff ratios are maintained and the management team monitors the ongoing suitability of all staff effectively through regular monitoring and appraisals. These procedures significantly enhance children's safety and the quality of provision. All staff work exceptionally well as a team. They are knowledgeable and enthusiastic, demonstrating a high level of commitment to further training.

The staff form very strong relationships with other provisions where children may attend in the future, such as the local schools. For example, they share appropriate information to support children's care and learning and teachers participate in visits to the setting to meet children. All of this ensures that children receive continuity of support in their all-round development. Staff have formed strong partnerships with other early years providers and regularly share information to promote children's learning, development and welfare. Partnership working with other professionals and agencies is used to identify children's needs and actively contributes to identify ways of meeting these needs. For example, learning mentors currently work with children and staff in the setting to support and extend their learning and development opportunities for individual children. Staff build generally excellent working relationships with parents and they demonstrate a very good understanding of the benefits of working closely with them so that children's individual needs are exceptionally well-met. The managers and staff effectively use self-evaluation to

evaluate the setting. They use parental questionnaires and verbal feedback to seek the views of the parents and the children. Staff have opportunities to express their views through the frequent staff meetings where they have opportunities to add to the self-evaluation and through individual appraisals. This enables the nursery to formulate clear action plans to enhance their already exceptional practice. This ensures that the nursery responds to the needs of its parents, children and staff and maintains high levels of continuous 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	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	EY388082
Local authority	Telford & Wrekin
Inspection number	947120
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	66
Number of children on roll	70
Name of provider	ABC Day Nursery Ltd
Date of previous inspection	22/07/2009
Telephone number	01952 289168

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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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