

Abacus Ark

1-4 The Parade, Regents Plaza, Kilburn High Road, LONDON, NW6 5TR

Inspection date

Previous inspection date

17/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 build strong bonds with staff and as a result, children are happy, settled and behave well.
- Children make good progress in their learning and development because staff get to know their key children very well. This enables staff to make accurate assessments and plan effectively for children's development.
- Strong leadership empowers staff to work well as a team, so that they provide consistent, good quality care for all children.
- Staff have positive relationships with parents and keep them well informed about their children's day.

It is not yet outstanding because

- Children are not always able to explore their ideas to their full conclusion because frequent changes in activities and in the daily routine disrupt the flow of children's learning.
- Parents are not encouraged to share information fully, particularly with regard to children's learning and development at home.

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 carried out a joint observation with the manager.
- The inspector held meetings with the manager.
- The inspector observed activities in the play room and outdoors.
- The inspector sampled the children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children.
- The inspector took account of the views of the parents and carers spoken to on the day.

Inspector

ISP Inspection

Full report

Information about the setting

Abacus Ark Nursery registered in July 2013. It is privately owned and operates from premises in Kilburn in the London Borough of Camden. The nursery is open Monday to Friday from 8am to 6pm for 47 weeks a year. The children have use of three play rooms. There are currently 20 children on roll aged between two and five years. The nursery has no outdoor play space directly next to the nursery, but there is access to a church garden for daily outdoor play opportunities. The nursery currently employs seven members of staff, four of whom hold qualified teacher status. Two members of staff hold level three qualifications and one member of staff holds a level two qualification. The nursery is registered on the Early Years Register and 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:

- review the daily routine so that children can become involved in uninterrupted, self-chosen play for longer periods

- encourage parents further to share their views and information about their children's learning and development at home.

Inspection judgements

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

Staff welcome all children into the nursery and gather comprehensive information about each child's background, their individual starting points and specific needs. For example, staff speak to parents prior to their child starting at the nursery and during settling-in visits so that information can be shared. Therefore, staff have good knowledge of the starting points for their key children and can provide support tailored to each individual child's needs. All children take part in activities that cover all areas of learning and they make good progress in their learning and development. This is due to staff having a secure knowledge and understanding of how children learn. There are ample opportunities for children to explore a variety of activities with the support of the staff team. For example, children learn about where they live and the world around them. There are daily walks to the park and visits to the local shops so that the children can have first-hand experience of buying food for their snacks.

Staff carry out informative assessments on the children, including the progress check for children aged two. The information gained through these assessments enables the staff to

plan suitably challenging activities to meet the needs of the range of children. Children's early communication and language skills are promoted well because staff narrate younger children's play so that they can link the language to what they are doing. Staff use effective questioning to encourage the older children to think about what they are doing or what might be happening, so that children gain the confidence to respond and express their views. For example, when staff read a story, children were able to express their thoughts as to how the bear would get to the moon.

Children who speak English as an additional language and who have special educational needs are making good progress. This is because staff are effective in sharing information with parents on a regular basis, and work jointly with other professionals involved in the children's care and learning. Staff develop strong relationships with parents. They work together to settle children and children attend for increasing periods of time in response to their needs. Key staff engage with parents and provide the children with individual support from the beginning of their time at the nursery. Staff support children's personal, social and emotional development by encouraging and praising children's attempts consistently as they practise their skills. Staff speak to parents about their child's learning and development. However, staff do not encourage parents to share information about their children's learning at home and to make regular contributions to the children's development summaries.

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

An effective key person system is in place, which helps children to form secure attachments with staff and peers. This enables the children to settle quickly into the nursery so that they are happy and can spend time exploring the activities purposefully and forming relationships with others. Staff are good role models and provide guidance for children in a consistent and positive manner. This means children display good behaviour and are kind to each other, taking turns and sharing the toys.

Well-established and effective procedures are in place for safeguarding children's well-being. Staff have a good understanding of what to do if they have concerns about a child in their care. Management makes sure the nursery's policies and procedures are known to the staff and that they follow them appropriately. Children learn to be aware of their personal safety, for example, they show competence when using tools such as scissors and cutlery.

The nursery does not have its own garden attached to the premises. However, children take part in outdoor activities daily, such as walks to the park, church or library. The nursery is able to use garden space in the nearby church for the children to play, or children walk to the park and use the playground or rose garden. Staff carry out effective risk assessments of the areas children use, both in the nursery and outdoors, helping to ensure a safe environment for the children. Staff ensure children have a good understanding of healthy eating. Children enjoy healthy snacks and meals every day and staff discuss the foods that children are eating, reminding children that they are healthy and good for them. Drinking water is available in each room so that children can help

themselves whenever they are thirsty. This gives clear messages to the children who begin to understand why they need healthy food, fresh air and exercise to keep their bodies strong.

Children display a good understanding of the importance of good hygiene procedures. They use soap to wash their hands routinely before handling food and after using the toilet. Staff are always on hand to encourage and support the younger children with their personal care routines. The older children can use the toilet independently when they are using the larger play room. This means that the children gain the confidence and skills they need to move on successfully to the next stage in their learning or to school.

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

Leadership and management are strong and staff roles and responsibilities are clearly defined. All legal requirements of the Statutory Framework for the Early Years Foundation Stage are met well. Effective arrangements are in place to safeguard children and promote their welfare. All staff attend safeguarding training and have detailed information on child protection. This ensures that they understand their responsibilities towards the children and know what steps to take if they have concerns about a child.

The manager ensures that all staff are checked regarding their suitability. Managers observe staff regularly to ensure their practice is of good quality at all times. This helps to identify strengths and weaknesses in staff practice and staff are supported in improving their practice through professional training and development. The manager carries out one-to-one meetings with staff as part of the regular supervision processes.

Staff are highly qualified and have a good overview of children's learning and development. The manager monitors children's ongoing assessments to ensure that children make good progress across all areas of learning. Staff work closely with other agencies to ensure that children who require additional support also make good progress. Children learn through a broad range of experiences and opportunities to play both indoors and outdoors. However, there are many moves and changes in the daily routine and this can disrupt children's flow of learning because they are not given the time to explore their ideas to their full conclusion.

The manager makes observations of the provision regularly, to monitor and identify areas that require development and to note the strengths of the provision. There are strong relationships with parents and staff take their feedback into consideration when carrying out self-evaluation. The manager has clear purpose and is very committed to develop the nursery continually and promote high quality childcare and education.

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	EY459238
Local authority	Camden
Inspection number	925843
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	60
Number of children on roll	20
Name of provider	Abacus Ark Ltd
Date of previous inspection	not applicable
Telephone number	02076245718

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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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