

# Abacus Day Nursery

Weddington Road, Nuneaton, Warwickshire, CV10 0EQ

## Inspection date

05/12/2013

Previous inspection date

25/07/2013

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

4

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

- Teaching is good. Staff complete concise, detailed assessments of children's progress to plan activities that meet their individual learning needs. Consequently, children make good progress in all areas of learning given their starting points and capabilities.
- The manager and staff are committed to continually enhancing the service they provide. Through their own self-reflection and through gaining the views and opinions of parents, they are able to identify areas of strength within the provision and areas for development to enhance the service further.
- Strong relationships have been formed with parents, which effectively contributes to consistently meeting their child's individual needs.
- Children make very good progress through the wide variety of play opportunities and experiences staff provide. Their confidence and self-esteem is continually nurtured through the praise and encouragement they receive.

### It is not yet outstanding because

- Resources to build on babies and young children's understanding of themselves and the wider world are not fully in place.
- Older children do not have the opportunity to extend their independence in all routines, for example, by serving their own meals at lunchtime.

## 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 observed activities taking place in all rooms and completed joint observations with the Officer in Charge.
- The inspector viewed the areas of the premises and garden used by children.
- The inspector looked at children's observation and assessment records, the register of attendance and children's records.
- The inspector took account of written and verbal feedback from parents during the inspection.
- The inspector checked evidence of the management and staffs' suitability and qualifications.

## Inspector

Tracy Boland

## Full report

### Information about the setting

Abacus Day Nursery was registered in 1998 and is on the Early Years Register. It is situated in a detached brick building on the outskirts area of Nuneaton, Warwickshire and is privately owned. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is an enclosed area available for outdoor play. The nursery employs 16 members of childcare staff. Of these, one holds appropriate early years qualifications at level 5, 12 at level 3, two at level 2 and one is working towards a qualification at level 2. The nursery opens Monday to Friday all year round except for bank holidays. Sessions are from 7.30am until 5.30pm. Children attend for a variety of sessions. There are currently 82 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 babies' and young children to develop an understanding of themselves and the wider world, for example, by using photographs of familiar people and places
- encourage older children's independence further, for example, by providing opportunities for them to serve themselves at mealtimes.

## Inspection judgements

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

Children make very good progress in their learning and development taking into account their starting points. Close relationships between staff and parents enable them to work cohesively throughout their child's placement at nursery. Detailed information gained from parents enable staff to support children's early learning and make good progress right from the start. Factual, concise observations of children enable staff to plan effectively for their individual learning needs. Photographs effectively support the observations and are displayed around the rooms and are included in each child's learning journal. The effective relationships with key people in their lives enable children to make successful progress in line with their interests. Staff plan a wide range of activities across the seven areas of learning. This is supported by their clear knowledge of how children learn and progress. Consequently, children gain confidence and skills that prepare them extremely well for the move to school. Children engage in adult-led and child-initiated activities according to their age and abilities and children are actively encouraged to self-select the resources of their

choice. Parents' involvement in their child's learning and contribution to their child's progress check and ongoing assessments is strengthened as they share what they have observed their child involved in at home. This successfully nurtures partnerships between staff and parents and has a positive impact on children's learning. Staff use positive strategies to help encourage children's language skills and skilfully ask questions to extend children's thought processes. For example, when watching a Christmas story about a young elf, staff stopped the recording to ask what happens next. Children excitedly explain what will happen to the elf if he loses his magic and explain to the inspector all about his and his antics at nursery. All children's comments are listened to by staff, which enhances their feeling of value and involvement. Information is cascaded to parents about effective methods of communication to use at home to encourage children's progress further.

Children benefit from plenty of fresh air and exercise each day and enjoy a wide variety of activities both indoors and outdoors. Their development is extended as staff take play experiences outside. Labels and pictures are displayed outdoors enabling children to recall past events and continually enhance their understanding that print carries meaning. Children run, climb and explore looking for insects in the bug hotels in the garden. They take time to help care for the chickens, feeding them and helping to collect the occasional eggs that are laid. Children are actively involved in learning about the living world through the growing and planting of fruit and vegetables. Staff encourage the children to water and care for them as they watch them grow into plants. Foods are then picked and used in snacks and meals prepared by the cook. This not only helps in the understanding of how things grow, but also encourages their understanding of the food chain. The environment continually enhances children's learning and development across all areas of learning. All children are engaged, motivated and enthusiastic to become involved in all activities.

Children of all ages develop their understanding of technology through a wide range of resources. Babies enjoy electronic toys that encourage them to press buttons, lift flaps and turn knobs to gain a response, such as music or animal sounds. Older children continue their learning through the use of computers and programmable toys and equipment. This enables them to identify colours, programme insects to follow a defined route and follow games and programmes that extend their learning further. Babies and young children explore many textures, such as gloop, sand and water. Through gloop and sand they extend their early writing skills as they make many different marks and talk about how the different textures feel. Their senses are heightened through the many natural materials they come into contact with. For example, they investigate sponges and container lids that make clicking noises when they press the centre and black and white displays stimulate their learning. Children are actively involved in learning about and celebrating a variety of cultural events throughout the year and enjoy foods from around the world through the weekly menu. Resources reflect positive images of the wider world and their diverse community, for example, through books, pictures, role play, small world figures and dolls. Photographs of young children are displayed within their rooms enabling them to talk about past events and special people within their lives. However, this is not apparent within the baby room where they have fewer opportunities to see pictures of special people and their favourite places in order to learn about themselves and the wider world. Therefore, they are not beginning to develop an understanding of similarities and

differences. Staff gain key words from parents to enable them to communicate more effectively with children who have English as an additional language. This enhances children and families feeling of inclusion and value.

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

Children are happy, relaxed and strong relationships have developed between staff, children and their parents. Their confidence and self-esteem is continually nurtured through the praise and encouragement they receive. Staff focus on positive behaviour with children who are encouraged to share, take turns and be kind to their friends. Staff talk about feelings with children, encouraging them to try to resolve minor squabbles and disagreements while providing support. Children's independence is continually encouraged and toddlers upwards are encouraged to become independent with their personal care, for example, getting their coats on for outdoor play and washing their hands at appropriate times throughout the day. The learning environment is vibrant and inviting as children's art work is displayed throughout. The well-organised rooms enabling children to choose from a wide variety of toys and resources, which are stored at low level in labelled boxes or on shelves so even the babies make choices with regard to their play. This continually extends their learning.

Staff know the children extremely well and have a secure knowledge of their needs, interests and mannerisms. Individual medical and additional needs are known and met through the strong partnerships between parents and other professionals involved in children's lives. Clear recording of accidents and the swift action taken by staff to deal with minor accidents ensure children's well-being is maintained. All staff hold valid first aid certificates, accidents are recorded and parents informed either immediately or at the end of the day, depending on their preference. A copy of the accident report is given to parents for their own records. This ensures they are kept fully aware of their child's health and well-being. Management monitor accidents to ensure there are no re-occurring issues that need to be addressed. Staff talk to children about keeping themselves safe, for example, when on outings. Children's individual needs are very well known by key staff and time spent gaining information with parents is a priority. Detailed information about their child's individual routines, likes and dislikes and starting points are recorded on their 'all about me' forms during their initial visits to the nursery. A gradual settling-in process eases children into nursery life and supports them very well in the transition from home to nursery. Children develop a secure sense of belonging through the strong bonds and attachments they form with their key person. Effective handover systems from home to nursery and during the 'orientation' visits from room to room, ensures children's progress and their ongoing development is continually known by staff. This reinforces children's feeling of security.

Children enjoy a variety of freshly prepared foods each day which take account of their individual dietary needs and preferences. Fresh fruit and vegetables each day help to maintain children's good health and routines within the kitchen ensure children do not come into contact with any unsuitable foods. Mealtimes are a very social occasion where staff and children chat about their day and the activities they have enjoyed. Children are encouraged to help themselves to drinks throughout the day. All children are able to make

choices with regard to their food and staff support the younger children in developing their skills when using appropriate utensils. However, although the older children's independence is encouraged when pouring their own drinks they do not have the opportunity to develop these skills further. For example, they cannot always help themselves to their meals as staff serve all foods for them. All children follow sensible hygiene routines throughout the day, such as washing their hands at appropriate times, for example, after messy play and before mealtimes. Older children's independence is continually encouraged, especially with regard to accessing the bathroom and getting themselves dressed for outdoor play. This helps to prepare them for the transition to school. Visual displays remind them also of the importance of doing so. Babies' care needs are met sensitively and their dignity is maintained. Staff inform babies when they are going to change their nappies, which prepare them for the change in routine and they sleep during the day as they need to. This ensures their comfort and well-being is maintained throughout the day.

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

Management and staff demonstrate a very good understanding of their role and responsibility with regard to safeguarding children in their care and protecting them from abuse and neglect. Their knowledge of appropriate action to take following any concerns or allegations made against a member of staff is secure. All required checks are completed to ensure staff are safe and suitable to be in the proximity of the children. Therefore, children remain safe. Well written policies and procedures clearly reflect the ethos of care. Parents are made fully aware of these and any changes that may arise during their initial contact with the nursery and on an ongoing basis. Requirements with regard to staff qualifications and staff to child ratios are maintained at all times throughout the day. Staff are committed to their ongoing professional development and regularly access training courses that enhance their knowledge and understanding of good childcare practice. They continually develop their knowledge of the learning and development requirements and implement any changes appropriately. The manager and Officer in Charge monitor the quality of practice within the nursery. They complete peer observations, look at observations of the children and staff assessments to ensure children's learning needs are being identified and planned for appropriately. Consequently, children progress well across all areas of learning.

Rigorous recruitment and selection processes ensure all staff working with children are safe, suitable and hold the relevant early years qualifications. Staff benefit from individual appraisals and supervisions and any information gained from training is cascaded to the rest of the staff team during staff meetings. This ensures all staff provide consistent care and good practice across the nursery. Clear partnerships with local schools and other professionals involved in a child's life have been formed. Good systems for communication and cohesive working ensures children's individual needs are planned in order for them to progress and all professionals are providing continuity of care. As a result, children's needs, including those with special educational needs and/or disabilities are known very well so they feel valued and included. Comprehensive written risk assessments are in place which clearly identify potential risks to children and the action taken to minimise

them. Staff are vigilant at all times with regard to safety and assessments of all areas accessed by the children are made each day to ensure they are safe and suitable. Security within the nursery is very good and access to the nursery is only via a member of staff allowing entry to the building. Consequently, children remain safe.

Effective systems for self-evaluation are in place and management and staff value the views and opinions of parents using the service. Their views are actively sought through the use of questionnaires and verbal discussion. Staff also reflect on their own practice and the quality of care provided, in staff meetings and through supervision and appraisals. Comments are evaluated and clear targets set to enhance the service, for example, the nursery are looking at the ongoing development and restructure of the outdoor play area. Parents are made aware of any changes that have been identified as part of the self-evaluation process through verbal discussion and the nursery newsletter. This keeps them fully involved in any changes to the environment or service they receive. Parents speak very highly of the care provided and feel staff and management are approachable, caring and that they are kept fully informed and involved in their child's learning and development. Staff have worked hard since the last inspection to address the issues raised. Staff are very aware of all safeguarding requirements and procedures and have accessed training to raise their awareness. They have accessed a variety of training courses that have a positive effect on the care provided and their own individual skills. Staff are mindful of ensuring that play is provided that takes account of the needs of boys and have increased their awareness of the various ways in which children learn and clear targets for improvements have been agreed through the self-evaluation process. This has a positive impact on both the children and the service provided.

## 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

<b>Unique reference number</b>	200471
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	942367
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	51
<b>Number of children on roll</b>	82
<b>Name of provider</b>	Dr Shailesh Patel and Mrs Linda Patel Partnership
<b>Date of previous inspection</b>	25/07/2013
<b>Telephone number</b>	02476 345677

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

