

Abkats

The Bungalow, Catherton, CLEOBURY MORTIMER, Kidderminster, Worcestershire, DY14 0JH

Inspection date	07/02/2014
Previous inspection date	01/10/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 are happy and relaxed within this warm and welcoming nursery. They form strong attachments with staff, which helps them to settle quickly and enjoy their learning.
- The provision of high quality, interesting resources and enthusiastic staff, ensures that children are stimulated and motivated to engage in their surroundings, learning as they play and helping them to reach their full potential.
- Children's behaviour is good because staff are positive role models. This ensures that children are highly motivated, eager to join in all activities and clearly demonstrate the characteristics of effective learning.
- Leadership and management is good because the manager has a good overview of all children's progress, which means children benefit from good quality provision. Strong partnerships with parents and excellent sharing of information mean that all children's needs are met.

It is not yet outstanding because

- There is scope to extend line management systems for staff, for example, by providing opportunities to undertake peer observations of each other to build on good practice.

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 areas used by children and outdoor play areas.
- The inspector and nursery manager carried out a joint observation.
- The inspector spoke to staff and children throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children.
- The inspector read and discussed the nursery self-evaluation form.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Julia Galloway

Full report

Information about the setting

Abkats Nursery is privately owned and managed. It registered in 2000 and operates from premises in Catherton Common, Worcestershire. The premises are easily accessible. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 7.30am until 5.30pm. The setting serves both local and surrounding areas. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children may attend the nursery at any one time. There are currently 20 children on roll, some in part-time places. The nursery also provides care for school age children. The nursery maintains close links with the local schools and with other Early Years Foundation Stage providers. The nursery is in receipt of funding for early education. The nursery employs four members of staff, three of whom hold appropriate early years qualifications. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- extend line management procedures, for example, by introducing a peer observation system to further enhance the evaluation of staff performance to drive the learning outcomes for children to become outstanding.

Inspection judgements

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

The nursery is small and well organised and it provides an establishment that is highly valued by the families that use it. Children make good progress in their learning because staff get to know them quickly and are, therefore, aware of initial skills and starting points. Children's learning and development is well supported because planned educational programmes ensure that children experience good quality teaching and have access to a wide range of resources. All seven areas of learning and development are considered when planning activities and experiences for children. The environment ensures that children have many opportunities to direct their own play supported by highly skilled staff who ensure that all children are active learners. This is because staff identify children's current level of understanding and respond to them with interactions that extend learning. For example, when supporting older children with a phonics activity on the computer, a member of staff encourages children to solve a problem when an error message is displayed on screen. The member of staff does not take over from the children but clearly explains to them what they need to do to resolve the issue and get back to their game. This supports children to become more skilled when using information, technology and communication equipment and builds their self-esteem because they solve problems for themselves. Consequently, children are acquiring new skills that they will need to ensure

that they are ready for the next stage in their learning when they move to school. Staff show a good understanding of the Early Years Foundation Stage and use this knowledge to plan activities that support individual children's needs. Staff have high expectations of what children can do and experiences are varied and challenging which supports their learning because they are interested in what they are doing.

Children access a wide range of activities both indoors and outdoors which supports their different learning styles. The main room is well laid out to suit the needs of children of different ages and stages in development. Drawers and storage units have pictures and labels that show children what toys they can play with without an overwhelming amount of equipment being laid out. The nursery currently has children of all ages together in one main room. They endeavour to ensure that they meet the needs of all children including babies by providing high levels of staff supervision. Currently this system works well because the numbers of children attending are usually low. Staff speak confidently about all children which shows that they know them well. As a result, all children appear happy and engaged in purposeful play at all times. Staff are clear about the learning objective of planned activities and because they know all children well they adapt their responses or expectations depending on children's levels. They do this sensitively to ensure that all children feel included and valued. For example, by ensuring that they make references to the babies during circle time to include them. This ensures that all children feel valued and special and their individual differences are discussed in a positive way, ensuring that all children are treated equally. As a result, older children show an increased awareness of the needs of the younger children in the group.

Assessments and observations of children are used effectively because children's individual learning journey files and profiles contain good quality information. Information gathered is used effectively to plan new experiences for most children that specifically consider their next steps. The progress check at age two is completed and is shared with parents and carers and gives useful information which supports children's learning at home and in the future. A key person system ensures that a key adult has been identified to take responsibility for individual children's records. Daily diaries are completed for each child and provide parents and carers with important information about what their child has been doing. Therefore, because the nursery is small and all staff work well together, children and their parents and carers build good relationships with all staff.

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

Children are happy and relaxed within this warm and welcoming nursery. They form strong attachments with all staff which helps them to settle quickly. Children of different ages from the same family group are cared for together and, as a result, relationships with parents and carers are exceptional. Staff are aware of the importance of this for children and their families and they spend time chatting with individual parents and carers about family events or circumstances. This helps to create a 'home from home' environment which supports children's emotional well-being because they feel cared for and safe. Staff are friendly and affectionate towards children and they provide good role models. They make sure that they talk to children at eye-level and use calm and encouraging language to remind children to follow rules and boundaries. The management of children's

behaviour is good because staff successfully engage with what children are doing. For example, when two children become excited after dressing up in superhero costumes they begin to run around the room. A member of staff is quick to re direct them by suggesting that they 'sit down on a magic carpet'. The children immediately do so and the member of staff uses language to inspire the children to use their creativity to 'fly to a new world' which calms them down without interrupting their play.

Children learn about a healthy lifestyle because they are provided with balanced healthy foods at snack time and staff discuss healthy food choices. Children have access to outdoor play experiences everyday which includes a wide range of resources which encourage them to take exercise. The children have planted and grown their own potatoes when taking part in a community event. They recall planting and digging up what they have grown showing that they make connections between activities and their learning. Children access a range of activities outdoors that challenge them physically. For example, they enjoy making dens in hedges. Staff remind children about safety outside and ask children 'what do we need to do before we play outside?' Children quickly respond 'put the fence across' and indicate towards a fence that ensures that no cars can access the area where children are playing. Children are reminded to use tissues to wipe noses and wash their hands before eating. Older children show increased independence by doing this without a prompt from an adult. This ensures that they are gaining more independence skills in preparation for their move to school. Parents report that their children are very well prepared for school because of the skills that they learn. Systems have been established between the nursery and local schools that ensure that important information is shared to support this important transition.

Children's safety is given high regard at the nursery and all staff have attended appropriate approved first aid training. Accidents and incidents are recorded and parents asked to sign any records as appropriate. Children who require sleeps during the day do so in pushchairs and staff report that this works well because children feel safe and cosy. Risk assessments have been carried out on this and all parents spoken to on the day of inspection support this practice. Babies sleep in travel cots and are closely monitored by staff. Information about children's care needs is consistently shared with parents through the use of the daily diary which provides a regular two-way flow in information between parent, carers and staff. Children's emotional development and well-being is exceptionally well supported because of the close partnership work with parents and carers and because all staff know children and their families well.

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

The inspection was prioritised following concerns being raised to Ofsted about security at the nursery. It was reported that visitors to the nursery including parents and carers were able to enter the premises because the front door was not locked. On the day of the inspection the provider had already taken all steps necessary to resolve this issue. The premises are secure with all doors locked and a spy hole has been fitted to enable staff to see who is at the door. All parents have been notified of concerns about safety and details of the complaint held on file in the nurseries complaints file. The provider had also

reviewed its health and safety policy to ensure that all requirements with regards to safety and security were being met. As a result, safety within the nursery is good. Staff supervision of children is good and the appropriate adult to child ratios are maintained at all times. The nursery is well managed by an experienced manager who strives to achieve the best possible outcome for all children that attend. Safeguarding policy and procedures are robust because they provide staff with information about how to report any concerns. Staff know children and families well and, as a result, they are well placed to monitor children's welfare if required. Regular staff meetings are used to support staff to share important information and discuss any issues that may arise. All staff receive annual appraisals and access to regular training. However, staff do not currently carry out observations of each other to enable them to continually reflect on the good practice that occurs each day. Recruitment procedures are clearly identified in policies which also include systems to support staff induction.

Leadership and management are good because the manager and deputy manager have a good overview of all children's progress. All children in the nursery are making good progress as a result of excellent teaching by staff who support children well. This is because interactions between adults and children are based on secure knowledge about each child. Educational programmes provide children with a wide range of experiences in all areas of learning. Planning takes into account most children's individual needs because assessment enables progress to be monitored. Excellent partnerships with parents ensure that consistency is provided for children and consequently all children are happy and settled. This includes children of different age groups who spend most of the day together. The manager, parents and carers report that this enable sibling groups to remain close to each other throughout the day.

Parents and carers speak highly about the nursery and they openly share information about family life that supports children's ongoing development. Questionnaires are used to record parents' and carers' views more formally. The manager receives support from external agencies and is quick to resolve any concerns or to follow any advice given. This shows a commitment to continually ensure that children have the best possible care and education. Self-evaluation methods are used to prioritise development to continually make improvements in the provision for the children.

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	224025
Local authority	Shropshire
Inspection number	952908
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	20
Name of provider	Abkats Ltd
Date of previous inspection	01/10/2009
Telephone number	01746 718400

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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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