

ABC Early Learning & Childcare Centre UK Ltd

87 Bilbrook Road, Codsall, WOLVERHAMPTON, WV8 1EP

Inspection date	14/02/2014
Previous inspection date	Not Applicable

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 make good progress and are confident and motivated learners. This is because the activities and opportunities available, enhanced through the teaching they receive from staff, are based upon their interests and next steps in learning.
- Children develop good attachments to the staff who care for them. This enables them to confidently explore the environment as their emotional well-being is very well supported.
- Comprehensive policies and procedures are in place, implemented by staff and thoroughly monitored by management. This ensures that the health, safety and well-being of the children is well promoted at all times.
- Partnerships with parents are well established, enabling staff and parents to work together to support the care and learning needs of their child throughout their time in the setting.

It is not yet outstanding because

- Opportunities for children to be spontaneously creative are not consistently available at all times, to further support their creativity.
- There is scope to improve the opportunities for children to access larger equipment and take safe risks in the outdoor area.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector toured all areas of the premises indoors and outdoors and observed activities and interactions between staff and children in the main playrooms.
- The inspector conducted a joint observation of a group activity with the manager.
- The inspector held meetings with the manager of the provision and spoke with children and staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and information shared with parents.
- The inspector viewed a range of policies and procedures including safeguarding, administering medication, illness and food and drink requirements.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation and plans for improvement.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Sharon Lea

Full report

Information about the setting

ABC Early Learning and Childcare Centre Codsall was registered in 2013 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in purpose built premises in the Codsall area of South Staffordshire. The setting serves the local area and beyond, and is accessible to all children. It operates from 10 base rooms and there are enclosed areas available for outdoor play.

The setting employs 27 members of childcare staff. Of these, 25 hold appropriate early years qualifications at levels two, three and above, including one with Early Years Professional Status. The setting opens Monday to Friday, 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 152 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance opportunities in the toddler and pre-school rooms to enable children to freely select a wide range of creative resources to support their creativity
- extend the opportunities outdoors, to enable children to take safe risks and fully challenge their physical skills, through the use of larger equipment and resources which children can move around and freely construct with.

Inspection judgements

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

The quality of teaching is good, ensuring that children make very good progress in all areas of their learning and development. This is because staff get to know the children well, through regular observations, which identify their skills and potential next steps in their learning and development. They use this information alongside their thorough knowledge and understanding of how children learn, to plan a wide range of continuous provision opportunities and adult-initiated activities both indoors and outdoors. Through effective observation, staff are able to identify when to leave children to become deeply absorbed in their play or when it is appropriate to intervene, in order to develop learning further. For example, babies are able to freely explore a wide range of sensory resources. The staff know that these opportunities enable the babies to use all of their senses to learn about different textures and do not intervene unless the babies need this. In

contrast, older children experience more adult-directed activities where they learn to identify letters and the sounds they make, teaching them skills which are built upon each day. Consequently, children of all ages make good progress in their learning and development.

Children's communication and language development is very well supported by staff throughout the day. Babies and children of all ages enjoy sharing picture books and stories with staff and engage happily with songs and action rhymes, copying the actions led by staff. Staff respond enthusiastically to babies' attempts to say words, repeating these back to them, encouraging them to repeat these and practise their new found skills. Staff model language well, speaking clearly and repeating words to support younger children in their language development. Older children are continually engaged in conversation by staff who listen to their responses and ask open-ended questions to further their thinking. For example, during a group activity the children are asked to identify different letters and what other words begin with these letters. This prompts them to think about their friends names and everyday objects which share the same letter at the start of the words. Staff provide a print rich environment where resources and displays are labelled with pictures and words. Older children are encouraged to write their names on their creative work and to write the labels for displays. Resources for writing and mark-making are evident in all rooms to enable children to develop their early writing skills. This supports children's developing literacy skills, in readiness for the next stage in their learning, such as school. However, opportunities for children to be spontaneously creative are not fully available, as they are not able to freely access creative resources.

The setting is committed to working in partnership with parents and carers and identifies that this is one of their strengths. Staff understand the importance of developing these positive relationships in order to promote consistency of support with regards to children's care, learning and development. Parents share detailed information on entry to the setting, regarding their child's personality, skills and development with their child's key person. This enables the needs of the child to be met from the outset and provides a more accurate assessment of children's starting points. Daily diaries are in place for all children who are under two years, sharing with parents their child's care routines, such as nappy changes, food and fluid intake, medication administered and the activities that they have been engaged in. For children over two years, staff provide daily verbal feedback regarding the child's day, new skills they have learnt and any significant activities they have enjoyed. Parents are encouraged to contribute information about their child's learning at home and provide up-to-date information on their child's interests. Summaries of each child's learning and development progress are shared regularly with parents and thorough progress checks at age two are in place to complete with parents when appropriate. Learning links between home and the setting are promoted through books and activities which are sent home from the pre-school room. Parents are encouraged to contribute activity ideas for the monthly topics which are in place in each of the group rooms.

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

There is a good key person system in place which supports children in forming positive attachments and relationships with staff. This is supported through settling in visits which enable both children and parents to ease gently into the setting. Parents are fully involved in their child's transition into the setting, sharing information about their child's likes and dislikes, care needs and development. This means that staff can provide for the child's routine needs and interests from the outset, resulting in children's physical and emotional needs being met. Similarly, the support for children's transition to other rooms within the setting is just as effective. For example, staff visit the new room with the child and share information with the new key person to minimise any anxiety and ensure that the child's needs continue to be fully met. Staff emphasise the importance of children being physically and emotionally ready before a move into the next age nursery room is considered.

Children of all ages and abilities display confidence in their surroundings and are eager to learn and play in this very welcoming setting. The stimulating environment indoors enables children of all ages to freely select a wide range of resources to support their play and learning. Spacious, but cosy, well organised rooms enable babies and young children to have the space to move around freely and practise their physical skills, including walking. In addition to the individual group rooms, children benefit from a range of additional well-equipped spaces in the setting. For example, a library, computer suite, cookery room, music room and cinema room which are used with small groups of children to further enhance their learning and development opportunities. Children gain an excellent sense of belonging and well-being as throughout the setting, examples of their creative work and photographs of them engaged in activities are displayed. Children behave well because the staff consistently role model respectful relationships and good behaviour, encouraging the children to be kind to one another, share and use listening ears and looking eyes during group activities. Good manners are well promoted and children can be heard using these consistently. Older children work together to match puzzles which have letters and a corresponding picture, correcting one another when the pieces are incorrectly matched, finding the correct ones together.

Children of all ages have daily opportunities for fresh air and exercise, as each group room has direct access to an enclosed outdoor area. A range of resources are available in each area, according to the age and stage of development of the children. A communal grassed area is available for all ages and a large under- cover structure means that outdoors can be used in all weathers and seasons. However, there is scope to improve opportunities for older children to access larger equipment to further develop their physical skills and to support them in learning how to keep themselves safe. Snacks and meals are well balanced and nutritious and are freshly prepared on the premises every day. All dietary needs are catered for and detailed procedures are in place and updated daily, to ensure that individual needs are met. Drinking water is available at all times, in all rooms to ensure that children are well hydrated at all times. Mealtimes are social occasions and children are encouraged to use good manners and their cutlery appropriately, supported by staff according to their needs. Children learn about the importance of healthy eating and exercise through topics which develop their knowledge and understanding. Opportunities for children to develop their independence in their self-care skills are promoted through attending to their own toileting, hand-washing and tooth brushing once

they are able. In addition, older children set their places at mealtimes, clear away after meals and take responsibility for putting on their own coats and shoes for outdoor play.

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

The management team have a good understanding of their roles and responsibilities in ensuring that the setting is effectively organised and the requirements of the Statutory framework for the Early Years Foundation Stage are effectively implemented. Comprehensive policies and procedures, risk assessments and safety measures are all in place and regularly reviewed to ensure that risks and hazards are minimised. Detailed medication records are maintained and the procedures for administering medication are closely managed. This ensures that medication is given appropriately, with parental consent and that procedures are safe and robust. Children who appear unwell are closely monitored and their temperature recorded at ten minute intervals. Staff carry out measures to help lower children's temperature before administering medication and contact parents to keep them fully informed. Staff's knowledge of the safeguarding procedures is strong and they have a clear understanding of their role and duty to report any concerns. Each group room has an emergency procedures board with detailed information and a clear reminder of the procedures to follow where there are identified concerns. Parents are made aware of all policies and procedures, including the complaints policy, when first joining the setting and when these are updated or new policies are implemented. Staff are well deployed throughout the setting to ensure children are well supervised. All of which, ensure that appropriate steps are taken to minimise risk and keep children safe and secure.

A thorough recruitment and induction process ensures that new staff are suitable and fully understand their role and responsibilities. Individual quality improvement measures are in place, to assess that staff knowledge and understanding of policies and procedures are current. Systems are in place to review practices and to fully address any areas of staff under-performance. All staff contribute to the established appraisal process which is used well to highlight training and development needs. Individual support and monitoring of each staff member by management is developing and staff acknowledge that they are well supported in their roles. Staff receive training in safeguarding, first aid and food hygiene and attend additional training of interest when available. Management evaluate the setting's strengths and areas for ongoing development and the views of parents are valued through questionnaires and comments slips. Systems are in place to monitor children's observation and assessment files to ensure they are up-to-date and that any gaps in learning or the provision are identified and addressed swiftly. The manager observes staff practice and checks that planning is broad and balanced, meeting the individual needs of the children attending.

Partnerships with parents are very good and those spoken to speak highly of the staff who care for their children and the progress their child is making in their learning and development. Daily diaries or verbal information is shared with parents and regular progress updates ensure they are fully involved in the care and learning of their child. As a result, staff can promote consistency in children's care and learning and work in

partnership with parents to support changes in children's care needs, such as toilet training. Parents receive memos, have access to a website and attend parents' meetings and other social events, such as open days. Effective partnerships with local schools are well established and contribute securely to meeting children's needs.

The Childcare Register

The requirements for the compulsory 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	EY471894
Local authority	Staffordshire
Inspection number	954571
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	120
Number of children on roll	152
Name of provider	ABC Early Learning & Childcare Centre UK Ltd
Date of previous inspection	not applicable
Telephone number	07977463615

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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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