

Abbey Children's Day Nursery

8 Abbey Street, Carlisle, Cumbria, CA3 8TX

Inspection date

20/06/2014

Previous inspection date

25/10/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Staff provide a good range of learning experiences in a well-resourced and stimulating environment. As a result, all children make good progress towards the early learning goals given their starting points.
- Children settle well and are given effective support as they move on to the next stage in their learning, including school. This is because staff form positive, caring relationships with children in their care.
- Children with special educational needs and/or disabilities receive good care. Consequently, their parents are confident that their needs will be met and their learning will be effectively supported enabling the most to be made of their abilities.
- Safeguarding procedures, as well as partnerships with parents and external professionals are effective. This ensures children's welfare is protected, children are kept safe from harm and there is consistency in their learning.

It is not yet outstanding because

- There is scope to enhance the procedures for supervision of staff to further promote the already good standards of quality of teaching, in order to raise children's attainment to the highest level.

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 the indoor and outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and spoke to staff throughout the inspection when appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Emma McKeown

Full report

Information about the setting

Abbey Children's Day Nursery was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Carlisle city centre and is privately owned and managed. The nursery serves the local area. It operates from rooms on three floors and there is an enclosed area available for outdoor play. The nursery employs 12 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including one with Early Years Professional status. The nursery opens Monday to Friday, for 51 weeks of the year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 71 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 a number of 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:

- extend systems of performance management to promote even higher levels of quality of teaching, for example, by introducing peer on peer observations so that children's progress is maximised to the optimum.

Inspection judgements

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

The quality of the teaching is good and children are supported in making good progress given their starting points. This is because staff understand how to provide a rich, stimulating environment, which meets the individual needs of all children in their care. A range of observations identify children's skills and key persons plan for children's next steps in their learning and development. An appropriate mix of continuous child-initiated and adult-led activities, both indoors and outside, enable children to develop their own ideas and interests. For example, pre-school children enjoy imaginative play, working together to build a house. They discuss the best ways to 'fix' it and agree they need to 'do a good job to stop it falling down'. As a result, children are engaged and motivated for learning. Children are supported well in their communication skills as staff model effective use of language for thinking and questioning. For example, as children use a variety of construction materials to build bridges, they calculate how to divide the number of sponges equally. A language-rich environment ensures children are provided with opportunities to further develop their communication skills, including children who speak English as an additional language. Babies receive one-to-one attention from their key persons, who respond positively to babies' sounds and facial expressions. As a result, babies' social and communication development is well-promoted. The development of key skills in the personal, social and emotional aspects of children's learning are further

supported as children confidently make choices. Children are learning effectively as they freely help themselves to the interesting and clearly labelled resources available to them. Children are very physically able and have a wide range of activities to develop these skills. For example, as older children learn to balance on ride-on toys outside. Children are encouraged to develop skills to promote their independence. For example, as they learn to use knives and forks at meal times. Subsequently, children are ready for school when the time comes as they develop a range of skills to support their future learning.

Children's interests inform the planning of activities across all areas of learning. There is an effective system to evidence, monitor and track children's progress through observation and assessment. Key persons have a clear understanding of children's next steps in their learning. Parents complete an 'all about me' document, which gives detailed and useful information about children. This is complemented by early assessments, which the key persons make in order to have a good understanding of what children know and can do. Effective settling-in procedures enable key persons to gather a range of information from parents about the needs, abilities, interests, likes and dislikes of all children. The continuous provision of high quality, stimulating resources and activities within the learning environment, both indoors and outside, allows children to form positive relationships with their peers. For example, as they play in the water tray they help each other to fill syringes with water and make patterns as they squirt it onto the wall. As a result, children demonstrate the characteristics of effective learners.

The nursery recognises the importance of working in partnership with parents and this is a key strength. Parents are well informed about their child's learning through a variety of methods, such as effective daily verbal communications, notices and opportunities to share learning journey profiles. Parents are invited to share learning from home and this is included in their child's learning journey profile. Comprehensive progress checks are shared with parents, when appropriate, and strategies are shared to ensure all children make at least good progress. For example, key persons ensure a summary of children's development is produced for parents in time for the progress check for children between the ages of two and three years. Any areas of concern that staff identify as potentially requiring additional support from external agencies are shared with parents. Consequently, parents are fully involved in their child's learning and development.

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

Children receive a warm welcome as they enter the nursery at the start of the day. The robust key-person system ensures positive relationships are developed with children, parents and extended families. Staff are fully aware of the importance of meeting children's individual needs. The effective methods for sharing information with parents ensure that every child's needs are fully met. As a result, children's well-being is supported well and they feel safe and secure to explore. This has a positive impact on children's learning as they are ready to learn from the earliest opportunity. The daily routines and activities provide children with opportunities to play and learn together. For example, as older children play a game of statues outside or look at home-made books about their learning experiences at nursery. In the baby room, young children are comforted by their

key person and form secure relationships. Consequently, children feel safe to explore. Children form positive relationships with their key person. They seek their support appropriately and talk with them about a wide range of topics, both from nursery and home. Key persons build children's confidence and self-esteem as they celebrate children's achievements, display children's work attractively and value children's contributions.

Staff are good role models to children, sitting at child level, frequently offering praise and calmly establishing expectations. Staff are consistent in their approach and as a result, behaviour is good. Through circle time activities older children listen to each other and discuss the day and weather as well as the choices they have made, for example, where to place their name card. This teaching strategy ensures children are able to develop good friendships and show care and concern for each other. Children are well-prepared for the next stage in their learning and development. This is because the nursery offers effective support during the settling-in period and on to school when the time comes. Staff are deployed effectively across the nursery. As a result, all staff know children in their care well. They understand their needs and interests and offer appropriate support as children become ready to move on in their learning. Parents speak highly of the support they receive from staff, especially when supporting their children's emotional well-being during transition periods. This ensures consistency of care is maintained and children's well-being is fully supported as they make adjustments during periods of change. Parents make positive comments in their child's learning journey profiles about the progress their children are making in their learning and development. Therefore, parents feel valued and included in their child's learning.

Children are encouraged to consider and recognise potential risks and dangers as they gradually accept responsibility for their own safety. For example, children are reminded to hold on to the hand rail as they climb the stairs. Drinking water is available for children at all times and the nursery provides a range of healthy meals and snacks. These are served to children in a social, friendly environment. Children are beginning to understand the importance of good hygiene as they are reminded to wash and dry their hands carefully. Older children are supported in cleaning their teeth following meal times. This ensures children's health and well-being is effectively promoted.

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

Children are safeguarded well because there are robust policies and procedures in place. Rigorous security procedures ensure the safety of children is highly prioritised throughout the day. Stair gates to every room and staircase ensure children are safe and secure at all times. Risk assessments are thorough and reviewed regularly; consequently children are cared for in a safe environment. The manager demonstrates good understanding of safe recruitment procedures, including providing work experience placements for students. This ensures that children are always cared for by suitable adults. Staff have a good understanding of safeguarding procedures and a clear knowledge of how to report concerns appropriately. The safeguarding policy contains detailed procedures to follow in the event of an allegation being made against a member of staff. There are clear

restrictions on the use of mobile telephones within the nursery, which staff are aware of and adhere to. Staff hold appropriate childcare qualifications and access training to further enhance their good practice.

The manager uses a variety of reflective practices to evaluate the provision. Recommendations from the previous inspection have been addressed. This demonstrates a good commitment to continuous improvement. A comprehensive action plan further identifies areas for improvement. The manager and her staff are committed to promoting positive outcomes for children. Systems are in place to monitor the effectiveness of the educational programmes through tracking children's progress. The manager arranges supervision meetings with her staff to monitor the quality of teaching and learning. However, there is scope to further improve the monitoring of the quality of teaching, such as introducing peer observations, in order to raise children's attainment to the highest level. Room leaders regularly evaluate weekly planning, which ensures activities are planned to meet the individual needs of children. As a result, children make good progress towards the early learning goals. The manager is aware of her responsibilities with regards to the requirements of the Early Years Foundation Stage and, through the effective deployment of staff, ensures the nursery is well organised. There is opportunity to further enhance the efficient management of the nursery by ensuring records are stored systematically.

Key persons develop very good relationships with parents based on mutual respect and understanding. This successful partnership between the nursery and parents ensures that children's needs are quickly identified and are well met. Parents are invited to share in their children's learning through a range of different opportunities. For example, contributing to their child's learning journey profile. Information is gathered regularly from parents to help inform the assessment systems which effectively monitor children's progress from their starting points. Parents comment on the positive learning experiences their children have enjoyed at the nursery. The effective partnership between the nursery and the local primary schools ensures children are well prepared for moving on to school when the time comes. Children with special educational needs and/or disabilities are effectively supported through the effective partnership with external agencies. This ensures the nursery can fully support parents through referral and assessment procedures.

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 | EY252113 |
| Local authority | Cumbria |
| Inspection number | 860349 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 34 |
| Number of children on roll | 71 |
| Name of provider | Joy Patricia Woodruff |
| Date of previous inspection | 25/10/2011 |
| Telephone number | 01228 524 990 |

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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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