

# Abacus

66 68, Bridge Cross Road, Burntwood, WS7 2BY

## Inspection date

Previous inspection date

21/07/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
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	3

## The quality and standards of the early years provision

### This provision requires improvement

- The enthusiastic and caring staff team ensure that good relationships, between children and themselves, are well-established. Consequently, children form strong bonds, and they are happy and settled.
- Staff demonstrate a sound understanding of how to safeguard children. This means they are clear about how to respond, should they have concerns about the welfare of a child in their care. Therefore, children are well protected.
- Partnerships with parents are positive and make a clear contribution to supporting children's well-being.

### It is not yet good because

- Monitoring of the educational programmes is inconsistent. As a result, some areas of learning are not sufficiently covered, and do not provide enough interest and challenge for the older children, to fully extend their skills and knowledge.
- Self-evaluation does not focus sufficiently on teaching and learning, in order to improve children's achievements.

## 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 nursery's indoor and outside spaces.
- The inspector spoke with the deputy manager, staff and the owner.  
The inspector reviewed documentation, including children's learning journals, policies and procedures, and the vetting and suitability checks carried out on all adults.
- The inspector also took account of the views of parents and children through discussions during the inspection.

## Inspector

Dawn Robinson

## Full report

### Information about the setting

Abacus Early Learners Nursery opened in 2014 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from converted premises in the area of Burntwood, Staffordshire. The nursery serves the immediate locality and also the surrounding areas. The nursery opens Monday to Friday, from 7.30am until 6pm, all year round. Children are cared for across three rooms and have access to an enclosed outdoor play area. There are currently 17 children in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language. There are currently four staff working directly with the children, all of whom have an appropriate early years qualification. The manager holds a BA Honours Degree and three members of staff hold a qualification at level 3. The nursery receives support from the local authority.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the educational programmes are planned to effectively cover the seven areas of learning, in sufficient depth and breadth, to motivate and challenge older children in their learning and development.

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

- develop further the processes of self-evaluation to clearly identify the nursery's strengths and weaknesses, with a strong focus on learning and development, and enhancing the environment, particularly to make mark-making resources more easily accessible.

## Inspection judgements

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

Staff have a sound understanding of the learning and development requirements of the Early Years Foundation Stage. They gather useful information from parents which they use to identify children's starting points. Each child has a learning journey which contains observations, photographs and individual development plans which track children's progress. Planning is based on observations, identified next steps and children's particular interests. Although educational programmes cover the seven areas of learning reasonably well, there are gaps in the provision. Opportunities for children to draw or write independently are limited. This is because the environment does not provide resources

and materials which children can freely access, on a daily basis, to help develop these skills. As a result, there are missed opportunities for children to make meaningful marks, and practise their developing skills and knowledge. Activities generally support children's development in the prime areas. Therefore, children are sufficiently well prepared for their next stage in learning.

Communication and language is promoted well. This is because staff ensure that they are always on the child's level and take time to talk with children. The nursery uses Makaton to support spoken language. Staff support children's learning by using open-ended questions that invite children to think and communicate as they share stories. Babies are included in activities with the older children wherever possible, and delight in the attention and encouragement they receive from staff and children as they learn new skills. Children of all ages enjoy playing in the shaving foam. This adult-led activity provides children with a sensory experience and enables young children to make marks. Older children are taught to write their name, letters and numbers. Children happily use their imagination as they play together in the home corner. They confidently ask adults which cup they would like as they pretend to pour drinks. A choice of cereal is offered to the inspector before the children carefully pour cornflakes from the container into a bowl. Children enjoy singing counting songs and are beginning to recognise numbers, which supports their mathematical development. The outdoor area gives children the space to be physically active. They enjoy playing on wheeled toys and exploring what happens when they pour water down the guttering. Children have fun in the sand pit as staff encourage the children to count each scoop poured on their feet in order to bury them. Young children confidently climb on the low slides while staff offer words of encouragement and remind them how to be safe. However, activities to support children's creativity or to solve problems are limited, and some child choice activities lack challenge for the older children.

Parents are provided with daily verbal feedback about what their children have enjoyed. There is also a communications book which is used to pass on information. Children's learning journeys can be seen or taken home, as requested by the parents, and there are regular opportunities to discuss their progress during meetings with their child's key person. Children with English as an additional language are well supported. Staff engage with parents to collect familiar words and information about their culture to ensure they are inclusive. The progress check for children between the ages of two and three years is successfully completed and shared with parents.

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

Children settle quickly in this calm and caring environment. An effective key-person system is in place. Staff gather information from parents before children start which enables them to find out about each child's individual care needs, likes, dislikes and routines. Settling-in sessions are tailored to the individual needs of each child, to ensure they are fully settled and secure. Staff interactions with children are warm and caring. As a result, children form strong bonds and attachments. This enables them to feel emotionally secure and safe, which promotes their personal, social and emotional development. Children happily engage in their play with staff taking every opportunity to encourage and praise their achievements. This means that children develop their self-

esteem and confidence, which will prepare them well emotional for when they transfer into school.

The environment is well-organised, safe and clean. The nursery operates a 'family group' system with the small group of children attending the nursery. The children have access to a wide range of quality, age-appropriate resources for the children to play with. These are attractively presented and enable children to access resources independently. Books containing photographs of the children and family members provide them with a sense of belonging. Children regularly play in the outdoor area where they benefit from fresh air and exercise. Before going outside children learn about staying safe in the sun as they apply sun cream and put on sun hats. There is a large conservatory, which is used for music and movement sessions, providing resources for the children to further develop their physical skills. As a result, children's health is promoted effectively. Children are well behaved and are gently reminded by staff about sharing and turn taking as they play with bubbles. Staff are good role models and encourage children to be polite and well-mannered.

Staff teach children basic hygiene routines in a fun and caring manner. For example, they sing a song as they wash their hands before snack. Effective nappy changing procedures are in place. Children are provided with a variety of healthy meals and snacks which are freshly prepared. They are served to children in a social group and enhance children's independence skills. For example, they pour their own drinks and select their own fruit. Children are also provided with opportunities to prepare their own snack. Any dietary requirements or allergies are safely recorded and all staff made aware. Babies who are being weaned are gradually introduced to a selection of new foods. As a result, children's good health is promoted by a balanced and nutritious menu. Children learn to stay safe through regular fire drills and understanding the need to wipe up any spills or tidy away toys to prevent accidents.

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

All staff are trained in child protection and fully understand their responsibilities for safeguarding. As a result, they know what to do should they have any concerns about a child in their care. There are robust recruitment procedures in place. This includes checks, such as Disclosure and Barring Service checks, to ensure staff are safe and suitable to work with children. Appropriate induction procedures ensure that new staff are aware of the nursery's policies and procedures. There are systems in place for the monitoring of staff performance, by the way of observing staff practice during the sessions, regular supervisions and annual appraisals. The premises are secure, and staff check the identification of visitors before escorting them around the nursery. Children are suitably supervised. The required adult to child ratios are always met and frequently exceeded. Effective daily checks of the premises and outdoor area reduce the chance of accidents occurring. There is a range of policies and procedures in place to support staff. These are shared with parents during their initial visits, and staff update them of any changes to keep them well informed.

The management team and staff have a generally good understanding of the learning and development requirements, although monitoring of the areas of learning is still in its infancy. They are able to provide an educational programme that helps children to make steady progress in their learning. However, older children require more challenging activities to ensure a good level of progress. Staff are proactive and are keen to develop and improve the provision. The nursery has a system in place for self-evaluation. Staff and parents are given the opportunity to provide feedback which is used to support future improvements. The nursery has plans in place to develop the provision further. For example, through the implementation of the 'Every Child a Talker' programme. There is a strong emphasis on working with parents and supporting learning at home. However, insufficient focus is placed on evaluating the teaching and learning within the nursery. In particular, assessing the environment, accessibility of all resources, particularly mark-making resources, and considering activities to ensure the needs of all children are met through challenging, age-appropriate learning experiences.

Parents speak positively about the nursery and staff. Frequent newsletters, in addition to a wealth of information sheets and activities, encourage learning at home. Moreover, events, such as 'Stay and Play Saturdays', enable parents to join in fun and educational activities with their child. Parents spoken to during the inspection are very happy with the service provided by the nursery. The nursery welcomes the support by the local authority which is used to identify areas for improvement. Managers are aware of the need to develop partnerships with other settings children may attend, and with local schools, to support their transitions and consolidate any learning that takes place at school. They also have a good understanding of the importance of working in partnership with specialised professionals, for children with special educational needs who need additional support with their learning and development.

### **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

<b>Unique reference number</b>	EY467327
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	952368
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	38
<b>Number of children on roll</b>	17
<b>Name of provider</b>	Double Trouble (Burntwood) Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01543686523

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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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