

# ABC Childcare

19 Lancaster Road, Melksham, SN12 6SS

## Inspection date

Previous inspection date

23/07/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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 work in close partnership with parents, carers and other professionals. They gather and share a wealth of useful information that enables them to meet children's care and learning needs very well, including children who may have additional needs.
- The quality of teaching is good overall and at times outstanding. Staff have a thorough knowledge and understanding of how to help children learn through play and practical experiences. This ensures children make very good progress overall.
- Staff focus strongly on listening to what children say or communicate throughout the nursery. As a result, children feel valued and are fully involved in their own learning.
- The manager has successfully embedded a culture of self-reflection and evaluation of practice, which includes the views of staff, parents and children. As a result, there is a continuing drive to provide the highest quality of care and learning for all children.

### It is not yet outstanding because

- Children in the baby room have fewer opportunities for rich and imaginative experiences through exploring a wide range of natural materials indoors and having frequent access to the outdoor environment.
- Although staff monitor the progress of individual children very effectively, the manager has not yet developed a system to monitor different groups of children, to identify trends and help highlight vulnerable groups.

## 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 staff interacting with children in all rooms and the outdoor play area, and spoke with staff and children throughout the inspection.
- The inspector had discussions with the manager and nursery owner and completed a joint observation of a planned activity, with the manager.
- The inspector took account of the views of parents spoken to on the day and from their written comments.
- The inspector looked at documentation, including children's personal details, developmental records, planning, policies and procedures, evidence of staff suitability and documents relating to the nursery's self-evaluation.

## Inspector

Rachel Edwards

## Full report

### Information about the setting

ABC Nursery was first registered in 2005 and is privately owned. The nursery re-registered in 2014 with one of the original partners taking sole ownership. The nursery is situated in a purpose built building on an industrial estate in Bowerhill, Melksham. The nursery is arranged into three areas, which include 'Ladybirds room' for children aged from three months to 18 months, 'Butterflies room' for ages 18 months to three years and 'Bees room' for three- to five-year-old children. All rooms are on the ground floor with toilet, kitchen and sleeping facilities available. All children share access to secure enclosed outdoor play areas. The nursery is open each weekday from 8am until 6pm for 50 weeks of the year. Children attending the nursery are mainly from the local area and surrounding villages. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 75 children on roll, aged from 6 months to 4 years. Twelve members of staff are employed, two hold appropriate qualifications at level 4 or above, eight hold level 3 qualifications and two have level 2 qualifications.

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

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

- improve the quality of teaching by ensuring that babies have rich and varied experiences both indoors and outside; extend the range of natural objects and materials in the baby room and provide babies with more opportunities to experience and explore the outdoor environment
- develop the systems for tracking children's progress, to enable leaders and managers to have an overview of the progress of different groups, such as boys and girls, or children with significantly lower starting points, and use this information to tailor educational programmes to further enhance children's learning.

### Inspection judgements

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

Children of all ages thoroughly enjoy their time at this vibrant and welcoming nursery. Staff work hard to create imaginative and exciting experiences for the children both indoors and outside. Staff are knowledgeable and effectively support children's play so that children make very good progress overall and are well prepared as they move on to school.

Staff use an effective system to monitor children's development and plan their future

learning. When all children first start, their key member of staff, who has special responsibility for their learning and wellbeing, gathers detailed information from parents. This enables them to plan for children's progress from the outset. Staff continue to involve parents and children to help them plan activities that capture children's interest and are precisely matched to their abilities. Staff encourage children to display their ideas on 'our big planning and thinking board'. This highlighted an interest in space and rockets. Staff and children have created a large rocket for imaginative play. The enclosed space encourages children to talk together and staff use the alien theme to introduce numbers and matching games through fun activities. Parents join in, sending in space themed books from home and together children and staff have made model planets and a telescope. These interesting activities encourage children to discuss new ideas, build their vocabularies and help them solve problems as they build and design.

Staff value the important role that parents play in supporting their children's learning at home and they encourage this in a variety of ways. Children and parents contribute to children's individual 'learning journals', which are readily accessible in the play rooms. Children take turns to take home the nursery bear to share in adventures outside the nursery and talk about with friends during circle time. The nursery website gives a great deal of useful information on children's learning, such as how to use a phonics programme to help children develop pre-reading and writing skills. The nursery recently held a parents' evening that included the importance of reading to children. Parents say they appreciate the helpful advice from staff.

Staff have created a stimulating outdoor play space, where children enjoy the opportunity to move more freely, be loud if they want to and play on a large scale with 'messy' materials, such as mud and water. There are many things to explore, such as making sounds with objects hanging on the fence. Children busily fill cans from the water butt to water herbs they are growing in their sensory garden and rub the leaves to release the smell. The older children may choose to play outside for much of the day. Babies however, spend a limited time outside, once or twice a day. Staff occasionally take them for walks in the locality. This means they do not benefit fully from being outside where diverse experiences can further promote their overall development and wellbeing.

Children have many opportunities to learn about the natural world, for example, watching butterflies develop as they hatch from eggs into caterpillars. They have shown a great interest in bugs they find in the nursery garden. Staff encourage this by providing magnifiers and building a bug house and a wormery so that the children can look closely at the creatures. Toddlers are delighted when they find a big spider. A member of staff helps them catch it gently and put it in the bug house. She reminds them of the spiders they made and they count its legs, and then sing 'Incy Wincy'. This good teaching makes children excited to learn and builds on what they already know.

Throughout the nursery, staff focus strongly on developing children's language and communication skills. Staff have attended training in this aspect and are skilled at supporting children. Staff know children exceptionally well and this allows them to talk about things of importance to the children. A member of staff uses a photograph of the family cat to help a baby make links with a picture book. Older children have planned

adult led sessions each day to develop their speech.

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

There is a happy atmosphere throughout the nursery. Children are very settled and build strong emotional bonds with their key person. Key staff use a 'buddy' to cover their absences so that children always have a familiar person to care for them. Babies feel especially settled under the affectionate care of the consistent staff team, for example smiling and holding up their arms as staff enter the room. Staff collect a wealth of useful information from parents that enables them to draw up individual care plans for each child. This means that staff fully understand children's dietary and health needs and manage these effectively. Staff follow well-established procedures to prepare children emotionally for when they move rooms within the nursery or go on to another early years setting or school. Children make several visits to play in their new room and meet new staff, accompanied by their existing key person for security. This strong emotional base helps children gain confidence, become independent and relate well to other children and adults.

Children learn to behave kindly and considerately from a young age. Staff praise them when they willingly share and explain clearly the consequences of unwanted behaviour. Staff help children recognise and cope with different emotions, and children think carefully whether they are feeling happy or grumpy. They learn to take care of their environment as they put away toys and help care for the nursery pets. Children learn to keep themselves safe from an early age. Staff gradually teach toddlers not to put objects in their mouth. They allow children to take measured risks so they learn their own capabilities, for example as they climb and balance. Children learn why they must wear sun cream and willingly wear hats to protect themselves from the sun.

Staff help children become highly independent from a young age. Babies are encouraged to hold a spoon and begin to feed themselves or hold their cups. Older children manage to change from slippers to shoes when they go outside, and use the toilet independently. Staff consistently model and reinforce good hygiene and healthy choices, through everyday routines and activities. As a result, children learn to manage their personal care very well, which prepares them well for school life. Children thoroughly enjoy appetising meals that are freshly cooked in the nursery kitchen. Children's physical health is promoted further as they relish playing actively outside in all weathers. Staff have provided a stimulating environment that includes a variety of resources that children can move and use in different ways. For example, children are captivated as they roll balls down a sloping gutter. They discover that washing them down with water is more effective and work together excitedly moving the pool to catch all the balls. Supportive staff encourage them to estimate how many balls are left. A sports coach visits each week and leads sessions to develop children's physical skills and help them enjoy being fit and active.

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

**provision**

The management has a detailed knowledge and understanding their role and responsibilities in safeguarding children. They ensure staff are familiar with the comprehensive safeguarding policies and procedures. All staff attend regular safeguarding training, including child protection. Staff are confident about what to do if they have concerns about a child's welfare or the practices within the nursery. Staff carry out daily risk assessments to help maintain a safe environment indoors and outside. They plan thoroughly for outings, thinking carefully how to minimise any potential hazards.

Management follow robust procedures to check that staff are suitable to work with young children. They provide new staff with a comprehensive induction programme so they are familiar with nursery procedures from the outset. The management strive for a well-qualified staff team and ensure they are supported in their work. Until very recently the nursery employed a higher qualified Early Years Professional (EYP) to guide the team practice. They valued this high level of expertise and are currently seeking to employ another EYP.

Staff and managers have a good understanding of the learning and development requirements and embed these firmly in children's play. They carefully monitor what they provide to ensure children receive a broad range of experiences overall. The emphasis on working closely with parents and listening to children's voices means that staff focus clearly on the needs of each child and their family. Staff accurately assess and monitor children's development. This ensures they quickly identify any children who need additional support and provide this to narrow any gaps in achievement. The manager monitors the provision and children's individual progress well. She has not developed the system further to track the progress of different groups of children, such as boys and girls or children from disadvantaged backgrounds. This may highlight vulnerable groups where progress generally may be slower in some areas of learning and children benefit from a different approach when planning.

The enthusiastic and very able manager sets high expectations for the staff and children's achievements. The nursery uses a recognised quality assurance programme to help the staff and manager review their practice in detail. There is a strong ethos within the nursery of striving to achieve to highest possible standards. Staff are encouraged to reflect deeply on their practice and target areas for improvement, such as involving parents more in their children's learning and providing more sensory experiences in the garden.

The nursery has forged good partnerships with other early years settings, which is of significant benefit and helps ensure the needs of all children are met. For example, the nursery pre-school staff use the same phonics programme as the main schools that children will move on to. This consistent approach gets children off to a good start as they begin learning to read. Regular communication with local support agencies and other professionals, such as speech and language therapists, helps staff provide good quality care and education for children who have additional needs.

### **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>	EY474388
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	956403
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	45
<b>Number of children on roll</b>	75
<b>Name of provider</b>	Alexander Edward Pavlou
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01225 791742

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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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