

Abacus Nursery & Out of School Club Dawley

Abacus Day Nursery, 10-12 High Street, Dawley, Telford, Shropshire, TF4 2ET

Inspection date	14/08/2014
Previous inspection date	21/01/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Leadership and management are good. The management team is proactive in monitoring and evaluating staff practice and performance, and have a successful improvement plan in place that supports children's achievements over time. Robust safeguarding policies and effective practice are in place to ensure that children's safety is given high priority and is promoted well in the nursery.
- Partnerships with parents, external agencies and other providers are well established. Staff provide parents with a wealth of information about their children's learning and development and liaise closely with other professionals. Consequently, children's needs are effectively met and they are supported well in their learning and development.
- Children are happy and enjoy spending time in this stimulating and vibrant nursery. They benefit from close interactions with staff who are committed to providing quality childcare. As a result, are content and feel safe and secure.

It is not yet outstanding because

- Pre-school children are not always provided with sufficient opportunities to discuss their move to school, to fully support their emotional well-being at this time.
- Although children are provided with some phonic activities, these are not frequent enough to fully support children with their early reading skills.

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 play and learning activities and spoke to staff and children indoors and outside.
- The inspector held a meeting with the management team and looked at and discussed a range of policies and procedures.
- The inspector took account of the views of parents spoken to on the day.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation form and the improvement plan.
- The inspector looked at a selection of children's assessment files and spoke to their key persons.
- The inspector carried out a joint observation with the manager.

Inspector

Kerry Wallace

Full report

Information about the setting

Abacus Nursery & Out of School Club Dawley registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from a two storey building in Dawley, Telford. The nursery serves the immediate locality and also the surrounding areas. Children attend for a variety of sessions. The nursery opens five days a week, from 7.30am to 17.45pm, all year round, except on bank holidays and Christmas week. Children have access to an enclosed outdoor play area. The nursery has a sister nursery operating in Ketley Bank, Telford. There are currently 45 children on roll, 30 of whom are 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. It supports children with special educational needs and/or disabilities. There is currently 10 staff working directly with the children, all of whom have an appropriate early years qualification. Five have a qualification at level 2, four have a qualification at level 3 and the manager holds a qualification at level 5. 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:

- provide children with more opportunities to further develop their early reading skills, for example, through more regular phonics activities
- strengthen ways to help children understand about their move to school by enriching activities and resources, such as compiling individual school booklets and obtaining school uniforms, for children to use during role play.

Inspection judgements

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

The quality of teaching in the nursery is good. Staff use their knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage very well, to provide children with educational programmes that have depth and breadth. They provide children with a good mix of child-initiated and adult-led activities that offer challenge and interest across the seven areas of learning. Staff encourage children to become active learners as they plan activities that children are interested in. For example, children in the holiday club are provided with fashionable resources, which they enjoy playing with and use them to set up a pretend 'shop'. This supports their learning well as they are engaged and use their imagination to make signs and 'scan' purchases. Children learn from each other as they use good thinking skills to solve problems and discuss selling prices for their items. Pre-school children display good

characteristics of learning as they become engrossed in navigating around a computer programme, skilfully matching different shapes to move on to the next level. This supports their mathematical development very well and develops their understanding of how to master new skills when using information, communication and technology. Staff supervise children closely and offer support and advice when needed, but overall they encourage children to tackle tasks by themselves and become active learners. Staff support children with their literacy skills as they encourage them to write out their names independently. Some children are beginning to sound out letters in their names spontaneously during focussed activities. However, planned activities to promote children's early reading skills do not include regular sessions of phonics to fully enhance and embed their literacy skills.

Children's communication and language development is promoted in all areas of the nursery. Staff in the toddler room engage with children at their level and sing favourite nursery rhymes with the children. They extend their learning by providing children with a wide range of musical instruments that children happily explore. For example, children shake tambourines and use their hands to make sounds on drums. Staff engage in conversations with pre-school children about going on holiday as they play with trains. They encourage limitless thinking as they ask children about different scenarios, and encourage their critical thinking skills as they wait for solutions and answers. The high-quality teaching used by staff means that children make good progress in their learning and development. Children independently access resources and are learning to tidy them away when they have finished with them. Consequently, they are developing skills and attributes that prepare them for their next stage in learning, such as the move to school.

The systems to observe and assess children have been modified since the last inspection, and are now finely tuned to identify children's next steps in learning and closely monitoring their development. The progress check for children aged between two and three years is completed very well and shared with parents to ensure they are kept up to date about their child's progress. Each child has an individual folder that contains detailed observations that are linked to the different areas and stages of learning and development. Staff use their expert knowledge of individual children to offer them activities that will help target any gaps in their learning. Children with special educational needs and/or disabilities are well supported by appropriate activities that support their continual development. Parents are encouraged to contribute to their child's learning, as they provide initial information about their likes and dislikes. Staff use this information to plan activities that will be of interest to children. Children's files are displayed in their base rooms and parents are actively encouraged to view these on a regular basis. They are provided with a wealth of information in the reception area and receive regular newsletters that the management team have written. There is an informative section called 'Did you know?' This provides parents with a wide range of information and facts about the nursery and their detailed policies and practices. Consequently, parents are kept well informed about the care and learning arrangements for their children.

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

The nursery is filled with caring and attentive staff who respond well to the individual needs of children, including those who are more vulnerable than others. The key-person

system is firmly embedded and provides children with security and continuity of care. Staff know children very well and work with parents to provide routines and care practices that effectively promote children's emotional well-being. For example, parents are invited to stay and play with their children to help them settle into the nursery. They comment that this has been really useful as they are able to chat with their child's key person and share information. This provides children with good settling-in procedures that fosters good relationships with parents to support children in their care arrangements. Staff help to prepare children emotionally for their next stage in learning. For example, staff arrange settling-in visits for children as they visit other groups in the nursery and spend time with their key person. Teachers from local schools are invited into the nursery to help pre-school children become familiar with them. However, staff do not provide children with sufficient opportunities or resources to talk about and discuss their move to school. As a result, children are not fully supported in becoming emotionally prepared for the next stage in their learning.

Children are provided with good-quality resources that they are encouraged to access independently. The outdoor environment has been extensively renovated since the last inspection and now provides children with a wide range of experiences, such as gardening and observing mini beasts. Children enjoy being outside and use the newly purchased large wooden train to engage in imaginative play. They begin to understand how to manage their own safety as they manoeuvre around it and climb on large apparatus. Children's independence is fully promoted during free-flow activities. For example, children access resources, such as skittles from inside and take them outdoors to play games together. Staff give children clear boundaries and they learn to negotiate rules and play very well together. Staff supervise children closely and promptly intervene to promote children's positive behaviour. Consequently, children are very well behaved and play cooperatively together.

Snack time is well organised and provides children with further learning opportunities. For example, children are encouraged to chop up their own fruit and count the number of pieces. Children's independence is fully promoted at snack time as they hand out plates and cups, pour their own drinks and help to clean the tables afterwards. They benefit from a wide range of healthy snacks and balanced meals throughout the day. In addition to bringing in their own beakers, so they have access to fresh drinking water at all times. This ensures they are not thirsty and can consume water according to their individual needs. Staff politely remind parents of the benefits of eating healthily and restrict the consumption of sugary drinks in the nursery. Staff support children in managing their own personal hygiene by actively encouraging them to wash their hands and use tissues to wipe their noses. As a result, children are competent at managing their personal needs relative to their ages.

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

Leadership and management of the nursery are good. Since the last inspection in January 2014, the management team have successfully addressed all previous actions and recommendations. There is now a very detailed safeguarding policy and procedure in

place which all staff are fully aware of. Managers ensure that staff are fully inducted on all policies and procedures to ensure that children's safety is given high priority. Staff remind parents and visitors about the inappropriate use of mobile phones and cameras in the nursery to ensure children are fully safeguarded. Posters are displayed throughout the nursery to reinforce this. Robust recruitment procedures are in place and the management team organises professional training for all nursery staff, including its sister nursery. This ensures that staff are fully supported in their roles and acquire a good knowledge and understanding of the Early Years Foundation Stage. Consequently, they are able to effectively promote children's safety and well-being.

Partnerships with parents and other professionals are fully promoted. Parent's views are sought on a regular basis, and staff act upon these to improve practice and achieve desirable outcomes. For example, parents now receive more detailed information about their child's key person, so that they have a really good knowledge of their previous experience and qualifications. Links with local pre-schools have been established to enable information to be shared between the two providers of care. Managers ensure that staff are qualified and have current first-aid and child protection training. This means that children are supported very well, so that they make really good progress in their overall development.

The management team have liaised closely with their early years advisor to develop staff practice and raise the quality of teaching. The management team now closely monitor staff practice through regular peer observations and provide staff with professional literature to support their understanding of good practice. As a result, the quality of teaching has significantly improved since the last inspection. Self-evaluation is thorough and focussed on improving the quality of care and learning opportunities for all children. For example, staff have identified that the outdoor area would benefit from an organised mud kitchen to allow children to explore natural materials and enhance role-play opportunities. Planning and208157

assessment are now closely monitored by the management team. This means that individual children or groups of children, including those who may be considered vulnerable or have special educational needs and/or disabilities, are very well supported. This is because identified gaps in children's learning and development are targeted with purposeful activities that meet their individual needs. Consequently, children make very good progress towards the early learning goals.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	208157
Local authority	Telford & Wrekin
Inspection number	962649
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	92
Number of children on roll	45
Name of provider	Simon Peter Hawkins
Date of previous inspection	21/01/2014
Telephone number	01952 501149

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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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