

# ABC Nursery Class

63 Orwell Road, Felixstowe, Suffolk, IP11 7PP



## Inspection date

26 February 2015

Previous inspection date

8 June 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is inadequate

- The routine of the day is not efficiently organised. Children's learning is not consistently promoted and play is often interrupted.
- Planning of activities is not effective and children's individual needs are not fully supported or challenged. Activities are often adult-led and pre-determined which results in some children lacking enthusiasm for learning.
- Positive links with other early years settings children attend are not established. This means continuity of care is not fully supported and useful information regarding the child's development is not shared to ensure children can make good progress.
- The presentation of activities is uninspiring and therefore, children lack interest to explore and have a go at tasks for themselves.
- Younger children have limited access to resources hindering their ability to self-select and initiate their own play and learning. They do not have regular opportunities to explore and discover using sensory play and natural materials.
- Staff do not maximise the opportunities for children to develop their independence further at snack time.
- The provider has not taken action to meet previous recommendations made and the provision of teaching and children's progress is not effectively monitored. Therefore, the weaknesses in practice persist.

### It has the following strengths

- Children are happy and confident. They settle quickly because they have warm attachments with their key person and staff caring for them.
- Children's emotional well-being is supported and they are well behaved.

## What the setting needs to do to improve further

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

- ensure that the organisation of daily routines is improved to develop children's sustained play and active learning, for example, by reducing waiting times to ensure that children do not become bored and restless
- take steps to ensure there is a reasonable balance of adult-led and child-initiated play opportunities so that children can lead their own play and interests and are not always guided by adults
- improve assessments made to ensure each child's individual needs are fully supported and challenged when planning activities
- establish positive links with other early years providers where children attend to ensure continuity of learning.

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

- engage in thorough self-evaluation and monitoring of practice, devising an action plan to sustain improvement in areas of practice identified for development, that will raise standards of care and education for all children
- provide more opportunities to encourage children's independence and make their own choices, for example, by allowing them to lay tables, prepare and serve food and wash up at snack time
- focus more precisely on developing ways for younger children to independently access well-presented resources, which includes opportunities for sensory play, and to discover and explore using natural materials.

## Inspection activities

- The inspector observed activities in the playroom and the outside learning environment.
- The inspector held a meeting with the manager, and spoke to children and staff at appropriate times during the inspection.
- The inspector looked at some written policy documents and checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Lynn A Hartigan

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is inadequate**

Children's progress is hindered because the poor organisation of the day and the weak planning of activities has a negative impact on their learning. Children have limited opportunities to initiate their own play. Toys are not easily accessible to enable younger children to reach and initiate their own games. There are limited opportunities for children to explore and discover for themselves using sensory and natural play materials. Most activities are adult-led, limiting their imagination and creativity. For example, children are asked to colour animals using printed sheets, rather than being encouraged to draw or paint their own. Their learning is not challenged or extended as staff cut the animals out and write the children's names for them. Children lose interest and the activity has little meaning. Children make few choices and toys are packed away early in preparation for group story, singing and snack time. This impacts on some children's progress as their play is often interrupted. Stories are enjoyed by those who can concentrate. However, younger children become bored and fidgety as they are distracted by noise of clearing the room and preparing for snack. The presentation of resources lacks inspiration and does not capture children's interest or provide quality learning experiences to keep children engaged and motivated. The role play area is particularly uninspiring and this means children lack enthusiasm to have a go at creating their own play. Children are not consistently offered sufficient challenge to enable them to make good progress and they are not gaining the basic skills necessary for school.

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

Children settle quickly as they are greeted by caring happy staff. Children develop close bonds with their key person. Children respond positively to praise, and their behaviour overall is good. Staff have a clear understanding of how to protect children from harm and the procedures to follow should they have a concern regarding a child's welfare. Healthy lifestyles are promoted and they visit the garden as an organised activity. However, the poor provision of snack time and the prolonged preparation for garden time has a negative impact on their play. Opportunities for children to make decisions and choices are not maximised. They are not able to decide when to take their snack or when to play outdoors. They spend too long waiting to wash their hands and their independence skills are not fully promoted at this time as snack is already prepared for them.

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

The provider has not addressed recommendations from the previous inspection and has not taken action to improve where weaknesses are identified. Staff and parents have little opportunity to contribute to a self-evaluation process and influence future improvement. Robust monitoring and staff supervision is weak. Consequently, practice is poor. Staff demonstrate their understanding of what to do if they are concerned about a child's welfare and safety. Relationships with parents are established and they speak warmly of all aspects of care offered to their children. However, positive links with other early years

settings children attend are not yet established to ensure a two-way flow of information is promoted.

## Setting details

<b>Unique reference number</b>	251382
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	866512
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	15
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Eleonora Bloomer
<b>Date of previous inspection</b>	8 June 2010
<b>Telephone number</b>	01394 282386

The ABC Nursery Class was registered in 1985. The nursery opens during term time, Monday to Friday from 9am until 12pm. The nursery provides funded early education for two-, three- and four-year-old children.

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