

ABC Private Day Nursery

235 Orrell Road, Orrell, Wigan, Lancashire, WN5 8LY



Inspection date

22 April 2015

Previous inspection date

24 October 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
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		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has failed to meet her legal responsibilities to ensure that staffing ratios, qualifications and deployment are organised to meet minimum legal requirements at all times. As a result, children's safety, learning and well-being is potentially compromised.
- Independent access to an even wider range of information and communication technology resources and the ways for children to use them, has not been fully considered.
- Information about self-evaluation is not readily available to staff and parents. As a result, this limits their opportunities to familiarise themselves with, and contribute more fully to, any proposed improvements.

It has the following strengths

- Staff are well qualified and have a very secure knowledge about how children learn. They ensure children receive a good mix of self-chosen and fun adult-led activities that span all areas of learning. Assessment for children's learning is accurate, undertaken frequently and shared regularly with parents.
- Strong partnership working with parents and other services is in place. Consequently, swift action is taken by staff, to ensure children gain the relevant support they require to help them make the best possible progress based on their unique starting points.
- The interesting and well-planned environment provides the children with exciting challenges that spark their curiosity. They demonstrate they are gaining the attributes and skills which help them to be active learners.
- Children have formed strong bonds with the staff, which promotes their sense of security, emotional well-being and helps them to be confident explorers of their world.
- Children's communication and language skills are skilfully supported by staff throughout the nursery.

What the setting needs to do to improve further

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

- ensure that there is a robust contingency plan in place, and staff fully understand the steps to take, in the event of unexpected staff absences to ensure that adult-to-child ratios and staff qualifications comply with the requirements of the Early Years Foundation Stage at all times.

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

- refine children's access to the good range of information and communication technology equipment available so they can more freely explore the way equipment, such as torches, cameras and metal detectors work during their free play and adult-led activities, consider ways to help children to record their own efforts or extend their problem solving with such equipment
- make available to the staff and parents information about self-evaluation so they can fully familiarise themselves with the identified strengths and weaknesses; and more knowledgeably contribute to these assessments and any proposed improvements.

To meet the requirements of the Childcare Register the provider must:

- implement a robust contingency plan to ensure there is a sufficient number of persons present at all times on the relevant premises to ensure the safety and welfare of the children for whom the childcare is provided (compulsory part of the Childcare Register)
- implement a robust contingency plan to ensure there is a sufficient number of persons present at all times on the relevant premises to ensure the safety and welfare of the children for whom the childcare is provided (voluntary part of the Childcare Register).

Inspection activities

- Prior to the inspection, the inspector viewed the information about the provider and the last inspection report. The inspector also took account of the views of children, parents and extended family members spoken to on the day.
- The inspector met with owner/manager, deputy manager and a representative from the local authority. He also held discussions with the staff present at appropriate times during the inspection.
- The inspector viewed activities in the three playrooms and the outdoor play area. He also viewed the other rooms and facilities throughout the premises.
- The inspector held several informal discussions with the owner/manager and deputy manager during which he explored their understanding of the learning requirements of the Early Years Foundation Stage, and the quality of teaching and learning taking place.
- During the inspection, the inspector discussed the arrangements for self-evaluation with the owner/manager and deputy manager. He viewed children's assessment and planning records, regulatory documentation regarding adults' qualifications and suitability and children's details. He discussed the procedures for safeguarding children and viewed other safety documentation.
- The inspector checked the arrangements for first-aid trained staff and their deployment.

Inspector

Frank Kelly

Inspection findings

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

Staff ensure that children's unique learning needs are frequently reviewed and well-planned for. Good information and equipment is regularly shared with parents to strengthen children's ongoing learning. Children are self-motivated learners. For example, older children discover how they can use water to move corks along guttering. Toddlers delight in matching puzzles, exploring wet and dry sand and hiding in dens. Children's communication and early literacy skills are fostered effectively. For example, babies are encouraged to repeat sounds and names of animals. Older children match the sounds of letters to their names and predict 'What's in the box?' Children paint and use a variety of tools to make marks. They independently build with connecting toys, eagerly join in counting activities and use the computer competently. A wealth of technological toys are held. However, staff have yet to explore how children could use these more independently, or the ways they could be used to extend children's problem-solving skills further. Nevertheless, teaching is good and all children are making good progress, and securely gaining the key skills needed to support their next stages of learning.

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

Overall, there is an effective programme for settling children into nursery, new rooms and on to school. As a result, the children's key persons know and meet the children's unique care needs well. However, ineffective contingency arrangements to cover staff absences, potentially compromises children's safety and well-being. Nevertheless, during daily routines children learn about healthy practices and about keeping themselves safe. They enjoy a range of freshly prepared food and talk with confidence about how germs get into in tummies and could make them ill. Children are physically active and staff motivate babies very well to take tentative steps. Group activities and discussions provide children with sociable experiences, which help them behave well and develop friendships.

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

At times during the inspection there were too many children and not enough adults deployed correctly, to fully meet the legal requirements. However, on this occasion children remained safe throughout the day. Ofsted accepts the provider's reasons for this occurring and she demonstrates that she knows what she has to do to put things right. It was found that in all other respects the provider meets welfare requirements soundly. Staff demonstrate a good knowledge and understanding of the safeguarding procedures. Their performance is monitored and regular supervision and training is sought to enhance the already good quality of teaching. Gaps in children's learning and the curriculum are monitored robustly in conjunction with the local authority. The owner communicates her vision for a quality service. However, she does not make information about the self-assessment of the nursery's strengths and weaknesses available. As a result, chances to invite a more informed feedback from parents about the accuracy of the assessment and to support the staff to be fully-versed with her vision, are being overlooked.

Setting details

Unique reference number	322983
Local authority	Wigan
Inspection number	868808
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	69
Name of provider	Eileen Rigby
Date of previous inspection	24 October 2011
Telephone number	01942 222 001

ABC Private Day Nursery was registered in 1994. The nursery employs 10 members of childcare staff. Of these, two have Early Years Professional status, one has Early Years Teacher status and five hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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