

Abbotts Day Nursery

49 All Saints Road, Cheltenham, Gloucestershire, GL52 2HF



Inspection date

14 May 2015

Previous inspection date

21 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Babies and children develop particularly positive relationships with staff, which help them to feel emotionally secure. Children develop well as self-assured and confident individuals.
- Staff have a deep knowledge of each child and what they need to learn next. Their focus on checking the educational programme to identify where individual children need extra help works well to prevent children from falling behind.
- Children's language is well supported because staff engage children in interesting conversations. Staff speak clearly and make eye contact as they talk with children, including those learning English as an additional language, to aid speech development.
- Staff work well in partnership with a wide range of other professionals. They foster close relationships with parents to help them to support their children's learning and development.
- The knowledgeable provider has a clear focus for the future and checks the nursery provision effectively. She leads and encourages the staff team sensitively, which helps to maintain the nursery's good quality.

It is not yet outstanding because:

- Occasionally, staff miss opportunities to enhance children's understanding of how sounds link with letters in readiness for the eventual move to school.
- Staff do not always make the best use of group times to extend older children's concentration.

What the setting needs to do to improve further

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

- have the highest expectations of older children by helping them to increase their early reading skills through the linking of sounds and letters when chances arise during everyday routines and activities
- enhance the quality of teaching by managing group times so that activities keep older children fully engaged.

Inspection activities

- The inspector viewed the areas where childcare takes place, including the toys, equipment and resources children use, and observed interaction between the staff and children.
- The inspector observed activities in the four play areas and garden and undertook a joint observation with the owner.
- The inspector held meetings with the provider and talked with staff, children and parents.
- The inspector checked the evidence of the suitability and qualifications of staff to work with children and of the provider's self-evaluation and improvement plans.
- The inspector sampled a range of documentation, including children's records, planning, written policies and information from a parents' survey, and discussed safeguarding procedures.

Inspector
Angela Cole

Inspection findings

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

Children progress well in this friendly and welcoming nursery. The provider enhances the good quality of teaching through additional sessions, such as French and dance. Staff follow children's interests using these to support their individual learning needs well. Familiar adults motivate babies to try things for themselves so that they concentrate and gain dexterity, for example, in play with cornflour and pasta. Staff encourage children to test ideas; toddlers eagerly roll cars down ramps to see which go faster. Staff challenge children to think and use their ideas. Older children draw treasure maps and extend this theme in imaginative play, searching secret spaces to find the treasure. Children have good opportunities to develop their literacy skills through drawing and looking at books, indoors and outdoors. Children persevere and develop positive attitudes to learning that prepare them well for the next stage of their education.

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

Babies and children receive personal support to settle in rapidly. Staff work well with parents to meet their children's physical care needs promptly. Staff's strategies to support children's behaviour are consistent. Children learn to share and take turns from a young age. Staff's meaningful praise and encouragement enable children to become engrossed and motivated in their play. For example, children safely negotiate challenging physical equipment outdoors and experiment as they roll objects down channels. Staff encourage many aspects of independence well, including in preparation for mealtimes. Children benefit from learning how to keep themselves and others safe. In the calm atmosphere, they move around carefully and considerately. Children actively participate in a wide range of stimulating play experiences, indoors and out, using interesting resources.

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

Staff provide good-quality care and education. This means that they give strong support to enhance children's learning and development, particularly for those with special educational needs and/or disabilities. Staff have a good understanding of safeguarding and create environments, inside and outside, that are secure, safe and stimulating. The provider uses rigorous employment, induction and supervision procedures. Overall, staff are well qualified to work with children. They meet the requirements well. Staff keep procedures and policies up to date to support children's well-being. Systems for professional development are effective and include sharing focused in-service training to improve staff practice. Staff addressed the issue from the previous inspection promptly. They now make good use of assessment, including information about children from families. Parents are involved in their children's learning and are extremely appreciative of the nursery.

Setting details

Unique reference number	101533
Local authority	Gloucestershire
Inspection number	835611
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	37
Number of children on roll	67
Name of provider	Marguerita Kemple
Date of previous inspection	21 February 2011
Telephone number	01242 515702

Abbots Day Nursery opened in 1966 and registered with Ofsted in 2001. The nursery is located in a residential area of central Cheltenham and is managed by the owner. The nursery opens on Mondays and Tuesdays, from 8am to 5.45pm, and on Wednesdays, Thursdays and Fridays from 7.45am to 5.45pm, for 50 weeks of the year, excluding bank holidays. It receives funding for the provision of free early education for two-, three- and four-year-old children. There are eight members of staff working directly with the children. Of these, seven have appropriate early years qualifications, including the owner who holds Early Years Professional Status and Qualified Teacher Status.

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