

ABC Nursery Class

63 Orwell Road, Felixstowe, Suffolk, IP11 7PP



Inspection date

9 June 2015

Previous inspection date

26 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Staff provide an exciting and well-resourced environment, that allows children to access a wide range of activities that cover the seven areas of learning well. As a result, children show high levels of confidence and self-esteem in their play.
- Staff support children with special educational needs and/or disabilities well. They liaise closely with parents and other professionals to ensure that their needs are fully met. Staff skilfully adapt activities so that all children are included and experience a variety of learning opportunities.
- Staff provide children with many opportunities for physical exercise and fresh air. Children enjoy playing football, riding on bicycles and dancing as they play with musical instruments.
- Children are protected from harm. Staff can identify the possible indicators of abuse and know the appropriate action to take if they have concerns about a child.
- Staff have formed positive relationships with the other settings that children attend. They regularly share information about children's progress and plans for future development. Consequently, children are provided with a good level of consistency in their learning.

It is not yet outstanding because:

- Children who speak English as an additional language have fewer opportunities to use their home language in their play.
- The manager's training plan for staff is not yet targeted or sharply focused enough for them to achieve and maintain outstanding practice.

What the setting needs to do to improve further

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

- build on the opportunities children have to use their home language in their play, by ensuring that the resources and information available reflect their home language, in order to use it in a variety of play activities
- enhance the already good training programme for staff, so that it is more sharply focused on achieving a higher quality of teaching and practice throughout the nursery.

Inspection activities

- The inspector observed activities in the two nursery rooms and the outside play area.
- The inspector spoke with members of staff, the local authority advisor and children at appropriate times during the inspection, and held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection, and from information in feedback questionnaires.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Daniella Tyler

Inspection findings

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

Staff get to know children well through regular observations. They accurately identify children's capabilities, and plan challenging experiences for children that are tailored to their interests and needs. Therefore, all children make good progress. Staff plan a good balance of activities that are adult-led, and children are able to choose for themselves. They encourage children to develop their mathematical skills through a good range of activities. For example, children develop their understanding of numbers as they recognise numerals on a computer screen, and are encouraged to touch and feel wooden numbers. Children who speak English as an additional language have some opportunities to use their home language in their play. However, staff do not always display examples of children's home language in the setting, or provide books in children's home language to support them to make even better progress.

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

Children form warm, caring bonds with their key person, staff and each other. Staff provide a warm and welcoming environment, so children feel happy, safe and secure. They have high expectations of children's behaviour. Staff encourage them to understand why it is kind to share toys and to have good manners. Staff support children's understanding of healthy lifestyles. Children excitedly tell staff at the snack table, 'fruit will make your bones stronger'. Children develop good levels of independence. They help to lay the table for snack, cut up their own fruit and pour their own drinks. Children develop good imaginations. They dress up in princess dresses and use toy hairdressing resources to engage in play. Children develop their social and language skills. They engage in conversation about the different resources they are using and learn to negotiate their roles in activities. Consequently, children are well prepared for school.

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

The manager and staff have a good understanding of the requirements of the Early Years Foundation Stage. They place a high importance on keeping children safe. Staff make sure the premises are secure so that children are not able to leave unsupervised. The experienced and well-qualified manager oversees staff's practice and children's progress effectively. She uses this to identify gaps in development and in the learning environment, so that children receive the support they need. The manager and staff have addressed all the actions and recommendations raised at the last inspection well. They demonstrate that they are committed to improving their practice with a thorough action plan for improvement. Staff evaluate activities daily so they can tailor them to meet children's individual learning needs. The manager regularly meets with staff to identify areas for improvement in their practice. Staff attend mandatory training to ensure their knowledge and skills are up to date. However, the professional development plans for staff are not yet sharply focused on moving practice to the highest level. Consequently, methods to maximise children's learning have not been fully explored.

Setting details

Unique reference number	251382
Local authority	Suffolk
Inspection number	1008632
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	15
Number of children on roll	22
Name of provider	Eleonora Bloomer
Date of previous inspection	26 February 2015
Telephone number	01394 282386

The ABC Nursery Class was registered in 1992. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or 5. The nursery opens from Monday to Friday, term time only. Sessions are from 9am until 12 noon. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs and/or disabilities, and children who speak English as an additional language.

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