

ABC Childcare (Ipswich) Ltd

537 Foxhall Road, Ipswich, Suffolk, IP3 8LR



Inspection date	21 October 2015
Previous inspection date	24 April 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff support children's communication and language skills well. They use a wide range of strategies, such as speaking clearly, repeating the correct words back to the children and using sign language.
- Children benefit from being cared for by a friendly and caring staff team in a welcoming environment. Children of all ages make friends, build relationships and learn how to share and take turns. Children are settled, happy and thoroughly enjoy their time in the setting.
- Staff fully recognise the importance of working in partnership with parents and others. They communicate regularly with parents and have developed good links with the local school. Children are emotionally well supported when they move on to nursery or school.
- The managers and staff monitor and evaluate the setting, identifying strengths and areas for development. They seek the views of parents through questionnaires. Parent's comments, received during the inspection are very positive.

It is not yet outstanding because:

- The management team's professional development plans for staff are not sharply focused enough to achieve the highest level of practice.
- Staff sometimes overlook opportunities to further extend children's curiosity and understanding of the world around them.
- Staff do not always give children consistent messages about healthy eating.

What the setting needs to do to improve further

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

- extend the existing systems for the monitoring of staff performance, in order to continue to strengthen and improve on good practice
- extend children's growing awareness of nature as they discover the world around them
- explore ways to consistently promote children's good health and understanding of healthy eating further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the managers. She looked at relevant documentation, including the setting's self-evaluation, records of children's learning and development, a selection of policies and risk assessments.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand their role in protecting children from harm, and are aware of what to do should they have any concerns about children's welfare. Staff ensure the premises are safe. Robust policies, procedures and risk assessments are implemented to ensure that children's safety and welfare is protected. Rigorous recruitment and induction procedures ensure that all staff are suitable for their role. Staff are encouraged to attend additional training to further their knowledge and skills. This has a positive impact on the children's learning and development. There are arrangements in place for staff supervision, which help to promote good outcomes for children. However, there is scope to strengthen the performance management and monitoring systems further, in order to strive for consistently high-quality teaching.

Quality of teaching, learning and assessment is good

The experienced and well-qualified staff have a secure knowledge of how children learn. They provide children with a balanced range of activities to promote all areas of learning, both indoors and outside. Staff get to know children well through regular observations and accurate assessments of their capabilities. They use this information to plan activities that are matched to children's individual needs. This contributes to the good progress children make. Staff encourage children to do things independently. They find their name on arrival and choose what they would like to play with. Children develop good imagination skills as they work together, pretending to buy food from the role-play shop. Staff engage children in positive interactions and children seek out staff to engage them in their play. Occasionally, staff do not seize the opportunity to build on children's enthusiasm for nature as they discover the world around them. They do not always respond to children's spontaneous interest in items, such as finding a slug in the outdoor area.

Personal development, behaviour and welfare are good

Staff are good role models. They are calm and provide clear guidance for children about what is acceptable behaviour. Staff praise and encourage the children appropriately throughout the sessions. Children develop their confidence and self-esteem. They have daily opportunities for outdoor play, promoting their good health. Children follow good hygiene routines and enjoy sociable mealtimes. Staff offer children a broad range of healthy options for snacks, encouraging them to make positive food choices. Children that stay for lunch bring a packed lunch from home. However, staff do not use these routines to consistently promote children's awareness of healthy eating. This means that children do not receive the same clear message around healthy eating as they do at snack time.

Outcomes for children are good

The management oversee children's progress so that gaps in learning can be identified swiftly and the appropriate support implemented. Staff work well with parents to put consistent approaches in place. Children are well prepared for the next stage in their learning, including the move on to school. Staff support children to learn new words and recognise colours, shapes, letters and numbers. All children make good progress, given their starting points and capabilities.

Setting details

Unique reference number	EY318888
Local authority	Suffolk
Inspection number	862325
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	62
Number of children on roll	140
Name of provider	ABC Childcare (Ipswich) Ltd
Date of previous inspection	24 April 2009
Telephone number	01473 718296

ABC Childcare (Ipswich) Ltd has been open since 1983. It re-registered in 2009 to become a limited company. The setting employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above, including two with Early Years Professional status and three with an appropriate early years qualification at level 6. The setting provides funded early education for two-, three- and four-year-old children. It opens Monday to Friday during term time. Sessions are from 8.45am until 11.45am and from 12.45pm until 3.15pm. A lunch club runs from 11.45am until 12.45pm. The setting offers out-of-school provision. During term time, these sessions are from 8am until 8.45am and from 3.15pm until 6pm. During school holidays, with the exception of bank holidays, sessions run from 8am to 6pm.

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