

Abacus Day Nursery

38a Parish Ghyll Drive, Ilkley, West Yorkshire, LS29 9PR



Inspection date

Previous inspection date

3 November 2015

20 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

- Children flourish in a very vibrant, stimulating and welcoming environment. They delight in recalling and reflecting on their learning while looking at their artwork and extensive photographs displayed at their height.
- Staff take account of children's preferred learning styles and interests, using this well to promote their learning. Staff are enthusiastic, enhancing children's enjoyment, and children are motivated to share their learning with staff.
- Staff act as good role models. This helps children learn to behave well and be kind, helpful and respectful as they build positive friendships.
- Staff provide many opportunities for children to manage self-care tasks. This helps children to develop good levels of independence, confidence and self-esteem.
- There is good monitoring of staff's performance and identification of their training needs. Those less-experienced or less-qualified staff are well supported. This ensures that the quality of teaching and children's learning are continually improving.
- Children's emotional well-being is effectively supported when they are settling in to the nursery, moving rooms or going to school. This is because of an effective key-person system and close consultation with all those involved with the child.

It is not yet outstanding because:

- Staff do not consistently share precise information with parents about their children's next steps for learning and how they can support these at home, in order to promote children's learning to the highest level.
- Staff do not consider fully how they can use all areas of the environment to further support babies' and younger children's sensory play and exploration.

What the setting needs to do to improve further

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

- provide greater consistency in the information that is shared with parents about their children's individual learning and how they can support this at home
- enhance babies' and younger children's sensory play and exploration throughout the learning environment.

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 completed a number of joint observations with the provider and the deputy manager.
- The inspector held a meeting with the provider and looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Rachel Ayo

Inspection findings

Effectiveness of the leadership and management is good

The management team is well qualified and provides effective leadership within the nursery. There are good systems for self-evaluation, leading to well-targeted action plans. Everyone contributes, so there is a shared commitment to improvement. Regardless of their qualification status, staff support children's care and learning well with their differing skills, knowledge and experience. Safeguarding is effective. Access is stringently monitored, staff have a secure knowledge of child protection issues and children are closely supervised. Parents are generally well informed about, and involved in supporting children's learning. For example, they are invited to progress meetings and information is exchanged via daily face-to-face exchanges and weekly newsletters.

Quality of teaching, learning and assessment is good

Staff plan well to ensure each child's learning journey is unique and specifically tailored to them. Resources and activities are organised well overall to support children's independent learning and help them to develop skills for moving on to school. The environment is rich in print, helping children to develop early reading and writing skills. Children enjoy sharing stories, choose books to take home and find their name at mealtimes. Children are sociable and cooperative, and play imaginatively. They develop their own ideas while playing on the wooden pirate ship or building a fire, as part of the campsite role-play area. They enjoy exploring the concepts of light and dark using torches in the tent. Babies enjoy exploring sensory media and materials indoors, and young children delight in finding cobwebs and spiders with the magnifying glass. Staff support children's learning through their lively dialogue and questioning.

Personal development, behaviour and welfare are good

Staff meet children's emotional and developmental needs well by ensuring a good exchange of information with parents is acquired on entry. Children settle gradually, helping them to build secure attachments. Staff in the baby room show particularly strong skills in nurturing and helping babies and young children to feel safe and secure. Children in the pre-school room benefit from their flexible daily routine. They make choices, such as when they would like to eat, allowing them to have uninterrupted time to play. Older, more-able children take part in more structured group activities, in readiness for future learning. Children develop a sense of responsibility as they serve their own food and clear their things away after eating. Children's physical well-being and understanding of being healthy and staying safe are effectively promoted, including through visitors. Children observe many positive images of diversity and this is enhanced through interesting outings.

Outcomes for children are good

Children make good progress from their starting points. Staff closely monitor what children know and can do, promptly identifying where early support is needed. Children are independent, active learners who are prepared well for moving on to school. They show good levels of confidence, have a positive approach to learning and are eager to play and explore.

Setting details

Unique reference number	302012
Local authority	Bradford
Inspection number	867350
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	31
Number of children on roll	54
Name of provider	Christine Butterworth
Date of previous inspection	20 April 2009
Telephone number	01943600700

Abacus Day Nursery was registered in 2000. The nursery employs 17 members of childcare staff. Of these, 10 hold appropriate qualifications at level 2 to level 6, including two with Qualified Teacher Status and the provider, who holds Early Years Professional status. The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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