

Abacus Day Nursery

Park Cottage, 162 High Street, Chasetown, Walsall, WS7 3XG



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| Inspection date | 6 January 2016 |
| Previous inspection date | 23 March 2015 |

| | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| The quality and standards of the early years provision | Previous inspection: | Requires Improvement | 3 |
| Effectiveness of the leadership and management | | Requires improvement | 3 |
| Quality of teaching, learning and assessment | | Requires improvement | 3 |
| Personal development, behaviour and welfare | | Requires improvement | 3 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

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

- The provider does not carry out robust checks to make sure that all staff use good or better teaching skills and all children make good progress.
- Staff working with children under three years do not focus well enough on promoting children's individual next steps in learning. Consequently, some children in this age group are not supported to make good progress in their development.
- Staff are not effective in helping children under two years to make good progress in their communication and language skills.

It has the following strengths

- The quality of teaching is good in pre-school. Staff focus well on promoting all children's next steps in learning. Children have time and encouragement to listen, think and express their own thoughts confidently.
- Staff provide a very welcoming environment where all children are supported well to feel safe, happy and emotionally secure.
- There is a stimulating range of resources and activities, indoors and outdoors, that are based on children's interests. Children are motivated, enjoy taking part in activities and initiate their own play.
- Partnerships with parents and outside agencies are effective and contribute to identifying and meeting children's needs.

What the setting needs to do to improve further

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

| | Due Date |
|--|-----------------|
| ■ ensure every child's individual next steps in learning are fully promoted and all children make at least good progress | 09/03/2016 |
| ■ make sure staff are fully effective in helping children under two years to make at least good progress in their communication and language skills. | 09/03/2016 |

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

- carry out robust checks on the quality of teaching and evaluate the impact on learning to improve outcomes for children.

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 joint observation with the nursery deputy manager.
- The inspector interacted and spoke to children. She spoke to a small selection of parents during the inspection and took account of their views.
- The inspector held meetings with the nursery provider and the deputy manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.

Inspector

Christine Armstrong

Inspection findings

Effectiveness of the leadership and management requires improvement

Staff are well qualified, including the new manager. However, good quality teaching and learning has not been maintained in all areas of the nursery since the last inspection. The action and recommendations made at the last inspection have been met. An accurate daily record of staff and children's hours of attendance is maintained, which contributes to the efficient management of the nursery. More staff are using signing to enhance communication with children and snacks always contain fresh fruit and/or vegetables at snack time. The provider demonstrates a clear commitment to raising the quality of the provision. The nursery has been reorganised to improve younger children's access to the outdoors. Plans are in place to develop an area of the garden to further enhance children's outdoor experiences. Parents are included in their children's learning. They help to identify their children's achievements and next steps in learning. Safeguarding is effective. Staff know what action to take to keep children safe and protect them from harm. Recruitment and vetting is thorough and helps to ensure adults are suitable to work with children.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is not consistently good. Children under three years take part in a varied range of activities that are based on their interests and cover the seven areas of learning. However, although children in this age group enjoy playing and taking part in activities they do not always receive enough help to achieve their next steps in learning. Children under two years are not encouraged or helped enough to repeat, use or show they understand the words they hear. In contrast, pre-school children receive good levels of support to achieve their next steps in learning during all activities. Pre-school children help to plan and review the activities they take part in. They enjoy taking the lead in their play and finding out new things. They devise stories and know they need a beginning, middle and end to the story. They show good levels of interest in solving number, shape and measure problems. All children benefit from playing outdoors and exploring nature. Children's desire to explore, experiment, be creative and make marks for their own purpose is catered for well.

Personal development, behaviour and welfare require improvement

Children make independent choices and enjoy playing in the stimulating indoor and outdoor play areas. They enjoy plenty of fresh air and regular active play which contribute to a healthy lifestyle. However, staff do not always fully motivate all children to make as much progress in their learning as they can. All children show friendly behaviour towards each other. Pre-school children show high levels of consideration for others and control over their own behaviour. They are learning the benefits of working together as part of a team. Babies' care is individually tailored through partnership working with parents and their needs are met well.

Outcomes for children require improvement

Not all children are making good progress from their starting points. Children under three years are not always as prepared for their next steps in learning as they should be. Pre-school children are well prepared for school. They are confident and eager to learn.

Setting details

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| Unique reference number | 218399 |
| Local authority | Staffordshire |
| Inspection number | 1010999 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 4 |
| Total number of places | 62 |
| Number of children on roll | 46 |
| Name of provider | Double Trouble (Burntwood) Limited |
| Date of previous inspection | 23 March 2015 |
| Telephone number | 01543 686523 |

Abacus Day Nursery was registered in 1990. The nursery employs 12 members of childcare staff. The manager holds an appropriate early years qualification at level 6. Another two members of staff have achieved early years qualifications at level 4 and level 5. A further eight members of staff hold appropriate qualifications at level 3. The nursery opens from Monday to Friday, all year round and sessions are from 7.15am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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