

# Abeona Warkton

30 Warkton Lane, Barton Seagrave, Kettering, NN15 5AA



## Inspection date

Previous inspection date

17 February 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- The nursery is a warm, cosy and exciting place for young children to learn. Children feel secure and relationships between adults and children promote strong and beneficial attachments.
- Although the nursery has only been open a short time, the inspirational manager has transformed the provision so that all aspects of children's learning and development are addressed well and as a result, children thrive.
- The staff team are fully committed to provide children with an enjoyable, safe and nurturing environment. Parents are very positive about their children's learning experiences. They also value the care taken to ensure their children are secure and well looked after.
- Children clearly enjoy coming to the nursery. From the baby room up to the pre-school, the staff carefully track the learning journeys of children and plan effectively to meet their needs. As a result, children make good progress.

### It is not yet outstanding because:

- The tracking of groups of children is not sufficiently well developed to support the manager's plans for improvement precisely enough.
- Targets to improve staff performance are not sharp enough because they are not sufficiently linked to the impact of the quality of teaching and learning and the progress and development of children.

## What the setting needs to do to improve further

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

- ensure outcomes for different groups and cohorts of children are tracked more closely so leaders know where to targets plans for improvement more precisely
- ensure staff targets for improvement more precisely link to the impact of teaching on learning and progress.

### Inspection activities

- The inspector observed teaching and the impact it had on learning both inside and out.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the manager.
- The inspector carried out two joint observations of teaching with the manager.
- The inspector took account of the views of parents during the day.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff and a range of other documentation, including policies and procedures.
- The inspector checked the setting's arrangements to safeguard children.

### Inspectors

Jan Connor HMI / Mark Evans

## Inspection findings

### Effectiveness of the leadership and management is good

The setting manager is an inspirational and determined leader who is committed to provide the best possible opportunities for young children to learn. She has communicated her high expectations to staff and parents alike. The very positive views of parents spoken with during the inspection reflect the children's learning experiences while at nursery. Systems for tracking the progress of individual children are well established and effective. The manager and room leaders carefully check on the performance of staff to ensure high expectations are maintained. However, targets for staff improvement are not sufficiently linked to children's outcomes. As a result, they are not effective as they need to be. Parents receive detailed information about their children's progress and share their views fully with staff. As a result, children benefit significantly from this and make good progress in learning. Safeguarding is effective. Leaders ensure detailed records are kept and updated regularly.

### Quality of teaching, learning and assessment is good

The staff know the children very well as individuals. They plan carefully to precisely meet the needs of children. For the very youngest babies, there are appropriate plans to ensure their social, emotional, physical and communication needs are very well met. Babies are relaxed and show strong attachments to their key staff. The same strong attachments can be seen across all age ranges. For older children the areas of learning are expanded carefully to cover the full early years curriculum. This is because staff understand the development of young children well. They use both the indoor and outdoor environments to challenge and encourage children to explore, investigate and follow their interests. Staff successfully weave the different areas of learning together to consolidate and secure children's progress. Resources are well chosen and age-appropriate.

### Personal development, behaviour and welfare are good

Children are secure, happy and play well together. This is firstly because they are absorbed in appropriate learning activities. Secondly, staff manage their behaviour well. The ethos in the nursery is one of care and consideration. Staff model this well to the children and they in turn treat each other in a similar way. During the inspection, children listened carefully to each other, shared equipment and ate together in a 'family' atmosphere, sharing jokes and helping each other and the staff.

### Outcomes for children are good

All children make good progress. From their starting points, children make good gains in learning across all the early learning goals. Nursery data and children's learning journals show children work securely within the range typical for their age. Children who are more able have their needs met well and reach outcomes above those typical for their age. As children progress, their learning goals expand so that by the time they are in pre-school they develop sound mathematical and literacy skills, including an early understanding of phonics. Their development socially, physically, in creative activities and in knowledge of the world are also secure. As a result, they are well prepared for the next stage of their education.

## Setting details

<b>Unique reference number</b>	EY491258
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	1037318
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	65
<b>Number of children on roll</b>	139
<b>Name of provider</b>	Abeona Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01536 618280

Abeona (Warkton) was registered in September 2015. It is located in the area of Warkton, Northamptonshire. It opens from 7:30am to 6.00pm each weekday for 51 weeks of the year. There are 20 staff employed; of these, one has Early Years Practitioner status, one has qualified teacher status, one has a level one qualification, one has a level two qualification, nine have a level three qualification, one has a level four qualification, five members of staff are unqualified. The manager holds a level 6 qualification.

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