

Abacus Pre-School

1 Cambridge Road, New Malden, Surrey, KT3 3QE



Inspection date	16 March 2016
Previous inspection date	10 November 2010

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

- The manager uses a well-established programme for continued professional development. This helps staff to continually improve their knowledge and practice.
- Staff effectively consider and support children and their families who speak English as an additional language. This helps them to make good progress.
- Staff promote children's early literacy skills and mathematical development well. This contributes towards children being ready for school.
- Effective partnerships with parents help to ensure that they remain well informed about their children's progress.
- Staff are enthusiastic and show a genuine passion for supporting the children in their learning and development. They provide a stimulating environment, indoors and outdoors, that helps to keep children motivated and interested in a broad range of activities.
- The key-person system is effective and helps the children to form secure attachments and promotes their well-being and independence. Children learn to respect and celebrate each other's differences.

It is not yet outstanding because:

- Sometimes, staff miss opportunities to enhance partnerships with other early years setting children attend to further strengthen continuity of care and learning.
- Staff do not make the most of opportunities to strengthen children's growing understanding of healthy lifestyles.

What the setting needs to do to improve further

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

- consider ways to strengthen partnerships with other providers to further improve outcomes for children and families
- continue to strengthen children's growing understanding of healthy lifestyles.

Inspection activities

- The inspector completed an interview with the manager.
- The inspector tracked children's progress and observed their play and learning.
- The inspector undertook a joint observation with the manager.
- The inspector examined a sample of documentation and children's records.
- The inspector spoke to children, parents and staff at appropriate times.

Inspector

Kimberley Luckham

Inspection findings

Effectiveness of the leadership and management is good

The manager uses effective ways to monitor children's progress, both as individuals and as different groups of children. This helps her to identify and close any gaps in their learning and progress promptly. For example, outdoor provision has been extended to enhance learning opportunities for boys. Self-evaluation is accurate and includes the views of parents, staff and children. Staff actively promote equality and diversity, for example, through all policies and practices, such as relevant dual language information for parents. Safeguarding is effective. The manager and her staff have a good understanding of safeguarding procedures. They are well prepared to act quickly and effectively should they have a concern about the welfare of a child.

Quality of teaching, learning and assessment is good

Staff have a secure knowledge and understanding of how to promote children's learning and development. Staff skilfully build on children's interests to extend their learning, and they ask questions to encourage children to think for themselves. Staff use observations and assessments to plan effective next steps in children's learning. Where children's starting points are below average, assessment shows that they are improving continuously over a sustained period and achievement gaps are closing. Most children are achieving the typical levels of development for their age, including those who speak English as an additional language.

Personal development, behaviour and welfare are good

Children's good behaviour shows that they feel safe. Staff have high expectations of children's behaviour. For example, they set clear, age-appropriate boundaries and gently remind children of these throughout the day. Staff actively encourage children to share, take turns and understand the effects that their actions can have on others. Staff support children to identify hazards for themselves and develop their understanding of how to manage their own safety. For example, children are involved in identifying and assessing the risks involved when using the stairs.

Outcomes for children are good

Children explore resources and activities that reflect and value their backgrounds and experiences. For example, they enjoy singing and sharing stories in different languages and dressing up in traditional clothes from around the world. Children are enthused and motivated by what they learn and are excited to share and celebrate their learning achievements with others, for example, their parents.

Setting details

Unique reference number	131802
Local authority	Kingston upon Thames
Inspection number	846362
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	46
Number of children on roll	46
Name of provider	Abacus Pre-School Committee
Date of previous inspection	10 November 2010
Telephone number	07934133701

Abacus Pre-School is a registered charity run by a committee. It opened in 1992 and operates from three halls within the premises of New Malden Methodist Church, which is situated in the centre of New Malden, Surrey. The pre-school is open each weekday from 9.10am to 12.10pm term time only for children who are starting school in the following September. Sessions for a younger age group run on Monday, Wednesday and Friday from 9.30am to 12.30pm term time only. The pre-school receives early education funding for children aged three and four years. The pre-school employs 13 staff, all of whom hold an appropriate qualification. One member of staff holds Qualified Teacher Status.

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