

Abacus Nursery

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



Inspection date

27 September 2016

Previous inspection date

6 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 is experienced and effectively leads a dedicated team of well-qualified staff. She strives to ensure the nursery provides a high quality of care and education. All staff have been instrumental in addressing the actions from the previous inspection.
- Teaching is good. Staff use accurate observations to identify children's next steps in learning. There are effective planning systems in place which build on what children already know and can do. Activities take into consideration children's individual interests. This helps all children to make good progress from their starting points.
- Children are very well behaved, friendly and demonstrate good manners. They learn to cooperate with each other and take responsibility for small tasks. Staff teach children to take turns and share resources.
- Children are taught about the customs and beliefs of others. They celebrate festivals of different faiths. Resources and activities provide opportunities for children to explore the similarities and differences of others in the wider community.
- Parents are kept well informed of the progress their children make through regular conversations with staff, daily diaries and parents' evenings.

It is not yet outstanding because:

- Strategies to encourage parents to contribute to children's ongoing learning and assessment are not yet wholly successful.
- Performance management procedures do not yet show precise targets for further development or assess the impact that current priorities for improvement have on the outcomes for children.

What the setting needs to do to improve further

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

- develop more-successful strategies to encourage parents to contribute their own information towards children's initial assessments and ongoing learning in the setting and at home
- enhance professional development opportunities further to identify more-precise areas for development and assess the impact that improvements have on children's learning.

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 manager.
- The inspector held a meeting with the manager 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 took account of parents' views through feedback questionnaires.
- The inspector spoke to the staff and children throughout the inspection.

Inspector

Dawn Robinson

Inspection findings

Effectiveness of the leadership and management is good

Staff provide a safe and stimulating environment for children. They are vigilant and well deployed. The arrangements for safeguarding are effective. Staff have a good understanding of child protection issues. They are kept informed of changes to legislation and guidance through training and meetings. Staff are knowledgeable about the possible signs and symptoms of abuse and neglect. They know how to report any concerns. Policies and procedures are evident in practice and risk assessments are used to minimise dangers. The manager and other senior leaders in the nursery regularly monitor children's progress. Staff take prompt action to address any gaps in children's achievement. The manager gathers the views of staff, parents and children which contribute to the clear vision for future developments. Links with local settings provide opportunities to share good practice and support the transition of children to their next stage of learning.

Quality of teaching, learning and assessment is good

Staff in the baby room are enthusiastic and responsive to children's needs. Babies enjoy playing outside using large-plastic tubs and wooden spoons as drums. Staff demonstrate sensitive and caring relationships with the babies as they encourage them to join in and explore the different sounds they make. Young children's communication and language skills are effectively supported. For example, children learn to listen carefully to new stories, join in with repeated rhymes and phrases and recall the story. The environment in the pre-school room is highly stimulating. It is rich in print to support children's growing understanding that print conveys meaning and develop their early reading skills. Staff engage children in meaningful conversations and use questioning to encourage them to solve problems.

Personal development, behaviour and welfare are good

Children settle well and build secure attachments to their key person. Staff promote children's knowledge and appreciation of healthy lifestyles. Children wash and dry their hands carefully while singing a handwashing song together. They are provided with freshly prepared nutritious meals and older children competently serve their own vegetables at lunchtime. Individual children's dietary needs are met well. There are opportunities for all children to enjoy regular fresh air and exercise throughout the day. Older children are actively involved in developing the outdoor area. They grow and harvest their own crops and use the freshly picked berries for their snack. Children enjoy working with a landscape gardener. They draw their own designs and choose things they would like to have in their garden by cutting out pictures.

Outcomes for children are good

Children are making good progress from their starting points. They are active learners who make choices and develop confidence and a positive attitude to learning. Children listen attentively to instructions and enjoy books and stories. They effectively develop early mathematical and literacy skills. For example, older children learn to hear letters in their name and apply their counting skills in everyday activities. The nursery prepares children well for the next stage in their learning, including starting school.

Setting details

Unique reference number	218399
Local authority	Staffordshire
Inspection number	1035857
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	41
Name of registered person	Double Trouble (Burntwood) Limited
Registered person unique reference number	RP903540
Date of previous inspection	6 January 2016
Telephone number	01543 686523

Abacus Nursery was registered in 2014. The nursery employs nine members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, six hold early years qualifications at level 3 and two hold early years qualifications at level 2. The nursery opens from Monday to Friday all year round. 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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