

# ABC Early Learning & Childcare Centre UK Ltd



Wolverhampton Business Park, Brabourne Avenue, Wolverhampton, WV10 6AU

|                          |                   |
|--------------------------|-------------------|
| <b>Inspection date</b>   | 17 November 2016  |
| Previous inspection date | 20 September 2012 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Inadequate</b> | <b>4</b> |
|---|-------------------------|-------------------|----------|
|   | Previous inspection:    | Good              | 2        |
| Effectiveness of the leadership and management                |                         | Inadequate        | 4        |
| Quality of teaching, learning and assessment                  |                         | Good              | 2        |
| Personal development, behaviour and welfare                   |                         | Inadequate        | 4        |
| Outcomes for children   |                         | Good              | 2        |

## Summary of key findings for parents

### This provision is inadequate

- The provider failed to notify the local safeguarding team, in a timely manner, about a previous allegation of abuse made against a member of their staff. The provider also delayed notifying the local children's social care about a concern about a child's welfare.
- Staff do not consistently find out what parents already know about their child's learning and development when children first start at the nursery, in order to help inform staff's assessments of the starting points for children's learning.
- Staff have not made strong enough links to share information and work closely with other settings the children attend.

### It has the following strengths

- Staff keep their knowledge of how to promote children's care and learning current by attending regular training. They are supported well by the early years teacher, who models her very good teaching practice throughout the nursery. This has a positive impact on all children's learning and their developmental progress over time.
- Staff use their effective skills in role modelling well. Children receive positive reinforcement and consistent, meaningful praise throughout the day. This helps all children to learn to behave well and to have regard for one another.
- Children demonstrate close emotional attachments with the staff caring for them. They are cuddled and comforted when they become upset. This helps them to settle quickly and become ready to learn. This also helps children to build confidence and begin to develop strong friendships with one another.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

#### Due Date

- make sure that any allegations against a member of staff and any concerns about the welfare of a child are reported to the appropriate agencies without delay. 30/11/2016

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

- strengthen partnerships with parents and support them more effectively to share what they know about their child's achievements when children first join the nursery, in order to help inform the assessments of the starting points for children's learning
- build on the links with other settings children attend to promote a more shared approach to children's care and learning.

### Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors completed joint observations with the manager and the deputy manager.
- The inspectors held a meeting with the manager, the operations manager and the deputy manager. They looked at relevant documentation, such as evidence of the suitability of staff working in the nursery, and discussed the nursery's self-evaluation.
- The inspectors spoke to a selection of the staff caring for the children and other senior support staff during the inspection.
- The inspectors spoke to some of the parents during the inspection and took account of their views.
- The inspectors spoke to children during the inspection and took account of their views.

### Inspector

Mary Henderson and Linda Yates

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The provider failed to notify the local authority safeguarding team, in a timely manner, about a previous allegation of abuse made against a member of staff. They also delayed notifying the local children's social care of concerns about a child's welfare. However, the more recently appointed safeguarding officers have undertaken safeguarding training and have a clearer understanding of their roles and responsibilities. They have also ensured that all staff have undertaken child protection training and have a clear understanding of, and fully implement, the child protection policy. This now means that all managers and staff know what to do and who to contact, without delay, should they have any concerns. Staff are vigilant about making sure all indoor and outdoor areas are checked each morning and throughout the day. This helps to minimise any possible hazards to children. Managers monitor staff's practice and provide regular one-to-one confidential meetings so that they can talk about their practice and their training needs. Managers work closely with the staff to check children's assessments and monitor the educational programmes throughout the nursery. The effective key-person systems in place help to support parents and give them the confidence to continue with their child's learning at home. However, staff do not always seek information from parents about what their child already knows and can do from the start, in order to give them a clearer picture of children's starting points in their learning. Staff do not always share information with other providers that also care for the children. Consequently, children's activities and learning in other settings are not always able to be extended or reflected in the nursery's educational programmes.

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

Staff plan challenging activities that promote children's continued progress over time. They effectively support children's explorations and investigations. Older children become excited and use tools and utensils as they mix mud, twigs and foliage at the mud kitchen. Staff make the most of these activities as they effectively use questioning techniques to enhance children's language and communication. Children in the junior room are also well supported by the staff during music and movement activities. Staff model and name actions, use positional language and help the junior children to learn about the concepts of big and small. Babies are supported by the staff to explore their environment. Staff support babies to begin to stand and cruise around the areas and as they take steps in readiness for walking.

### Personal development, behaviour and welfare are inadequate

Weaknesses in the leadership and management of the nursery do not protect children's welfare at all times. Despite this, children have long periods of free-flow play throughout the day. They take manageable risks in their play, under close supervision of the staff. They use large and small equipment to extend their climbing and balancing skills. This helps to promote their overall well-being and physical development. Children are provided with healthy, well-balanced meals. They plant, grow and harvest their own vegetables in the nursery allotment. This helps children to develop a good awareness of the importance

of a healthy lifestyle. Older children are becoming ready for their move to school as they serve themselves at lunchtimes.

### **Outcomes for children are good**

All children are developing their independence as they make choices about what they want to play with throughout the day. Younger children are beginning to give meaning to the marks they make as they explore a range of arts and craft materials and tools. Older children are supported well as they identify the letters of their name. The older children are also learning about words that do, or do not, rhyme. This supports younger children's readiness for the next phase in their learning and older children's readiness for their move to school. All children, including those in receipt of funded education, make good progress in their learning and development.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY438625  |
| <b>Local authority</b>                           | Wolverhampton                                       |
| <b>Inspection number</b>                         | 1059969   |
| <b>Type of provision</b>                         | Full-time provision                                 |
| <b>Day care type</b>                             | Childcare - Non-Domestic                            |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register |
| <b>Age range of children</b>                     | 0 - 5   |
| <b>Total number of places</b>                    | 122   |
| <b>Number of children on roll</b>                | 181   |
| <b>Name of registered person</b>                 | ABC Early Learning & Childcare Centre UK Ltd        |
| <b>Registered person unique reference number</b> | RP904912  |
| <b>Date of previous inspection</b>               | 20 September 2012                                   |
| <b>Telephone number</b>                          | 01902 786892  |

ABC Early Learning & Childcare Centre UK Ltd opened in 2012 and is one of two provisions managed by a private company. The nursery employs 36 members of childcare staff. Of these, one holds early years professional status, two hold appropriate early years qualifications at level 6, 26 hold level 3, and four hold level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

