

Abacus Kindergarten

Friars Grove Primary School, Upland Drive, COLCHESTER, CO4 0PZ



Inspection date	17 November 2016
Previous inspection date	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 setting's management is effective in driving improvement. Staff demonstrate a strong commitment to achieving excellence in all areas. They are enthusiastic and work well together as part of a friendly and motivated team.
- Staff are committed to working together with parents. They respect parents as their child's key educator. They encourage parents to remain actively involved in their children's learning, both in the setting and at home.
- Staff observe children and support them in purposeful play. The quality of teaching is consistently good and sometimes outstanding. Children benefit from a range of interesting resources that helps support their progress across all areas of learning.
- Staff support children's speech and language development effectively. They use signing and pictorial prompts to help support children's developing vocabulary. Staff engage children in conversation, ask questions to encourage them to think, and actively listen to what they have to say.
- The key-person system is implemented well. Each child has a named person to take responsibility for their daily well-being, plan for their learning and development. In the absence of the key person there is another named adult to ensure that children's care and learning continues to be tailored to their individual needs.

It is not yet outstanding because:

- The organisation of the session means that children's play and learning is sometimes interrupted. Children are not given opportunity to complete activities of their choice before moving on with the routines of the day.
- Staff do not make the most of opportunities to help children learn to hear and say the initial sounds in words correctly.

What the setting needs to do to improve further

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

- support children in completing chosen tasks to their own satisfaction
- make the most of opportunities to help children learn to hear and say the initial sounds in words correctly to fully promote their early reading and speaking skills.

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 spoke with staff at appropriate times throughout the inspection.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the management team.
- The inspector looked at relevant documentation, such as the self-evaluation form and evidence of the suitability of staff working in the setting.
- The inspector looked at activity planning, records of children's learning and a selection of policies and other records.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are fully aware of their responsibility to safeguard the physical and emotional well-being of children. Reflective practice is embedded into the self-evaluation process and the views of parents and children are sought. There is an established system of supervision that is in place for all staff. They are encouraged to attend relevant training to support continuous improvement in the quality of teaching. Apprentices are allocated a mentor, to support them in their professional development. Teaching and learning are monitored effectively and staff build friendly and trusting relationships with parents. Parents speak highly of the staff, describing them as caring and approachable. Strong partnerships with the host school are established. This helps to ensure that children are fully supported as they prepare for the next stage in their learning, such as moving into the Reception class.

Quality of teaching, learning and assessment is good

Staff know the children well. They find out about their starting points when they first attend the setting, through their in-depth discussions with parents. This means that staff are immediately able to start to plan for children's continuing progress. They provide a lovely range of activities, both indoors and outside, that promotes all areas of learning. Good attention to planning for outdoors helps ensure that those children who learn best from being outside are able to do so. Staff seize opportunities to help children play imaginatively. For example, children enjoy exploring the castle in the garden, made from cardboard, where they engage in role play based on imagined experiences. Indoors, children work with staff to create caves and bridges for the toy dinosaurs. They use construction materials creatively and consider how to solve problems, such as how to balance the bricks so that they do not fall.

Personal development, behaviour and welfare are good

Children come into the setting readily, are happy and develop secure emotional bonds with staff. Staff are caring towards the children. They know about children's home lives and talk to them about their families, enhancing their sense of belonging. Children behave exceptionally well and develop good friendships with each other. They respond well to the high expectations from staff and learn to have regard for each other's needs and feelings. Staff are good role models. They talk to children in a calm, respectful manner and give meaningful praise to individual efforts. Children learn safe practices, such as the need to tidy away toys to prevent tripping hazards. They follow good hygiene routines.

Outcomes for children are good

Staff regularly check children's learning, and records demonstrate that children make good progress from their starting points. They develop a good foundation for future learning. Children develop in confidence and independence and are enthusiastic to play and learn. Children understand that print carries meaning. They are beginning to recognise their written name, enjoy stories and listen attentively. They join in enthusiastically with familiar songs and rhymes. Staff support children's developing mathematical knowledge, using everyday play and routine times to encourage children to count.

Setting details

Unique reference number	EY479966
Local authority	Essex
Inspection number	988407
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	23
Number of children on roll	33
Name of registered person	Abacus Learning LLP
Registered person unique reference number	RP533852
Date of previous inspection	Not applicable
Telephone number	07580 588554

Abacus Kindergarten was registered in 2014. The setting employs nine members of childcare staff, including the owners. Of these, eight hold appropriate early years qualifications at level 3 or above, including three with early years professional status. The setting opens on Monday, Tuesday, Thursday and Friday from 9.15am until 2.45pm. It is open on Wednesday from 9.15am to 12.15pm. The setting provides funded early education for two-, three- and four-year-old children.

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