

ABC Early Learning & Childcare Centre UK Ltd



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

Inspection date

28 February 2017

Previous inspection date

17 November 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The provider is not effective in monitoring the quality of the manager and staff's practice. She has not ensured that they have sufficient knowledge and understanding or the skills to fulfil their roles and responsibilities.
- The organisation of the midday period for children aged between one and two years is poor. As a result, children's care is not tailored to meet their individual needs.
- Staff do not adequately promote children's good health and well-being. Staff do not ensure that children have regular drinks or are given food when they indicate they are hungry. Babies do not have daily opportunities to enjoy and experience the outdoors.
- Assessments of children's achievements are not always accurate. This means staff do not identify well-targeted next steps that promote children's learning. Consequently, some children are not supported to make the expected progress for their age.
- Children who speak English as an additional language are not supported well enough.
- Staff in the baby room do not provide children with sufficient opportunities to develop their physical skills.
- Staff fail to support children aged between one and two years to develop their independence skills.
- Children aged between two and three years do not have enough opportunities to develop their interest in early writing.

It has the following strengths

- Staff have a strong understanding of child protection issues to keep children safe.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	Due Date
■ make sure managers and staff develop their knowledge and skills so that they provide good quality care and learning experiences	24/03/2017
■ ensure children's care is tailored to meet their individual needs, particularly for children aged between one and two years, and that sufficient food is provided to meet their dietary needs	24/03/2017
■ ensure babies are taken outdoors on a daily basis	24/03/2017
■ make sure that drinking water is easily accessible.	24/03/2017

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure assessments of children's achievements are accurate and used to identify well-targeted next steps in learning to help children make at least the expected progress for their age	24/03/2017
■ improve the support given to children who are learning to speak English as an additional language	24/03/2017
■ provide babies with sufficient opportunities to develop their physical skills	24/03/2017
■ increase the opportunities for children aged between one and two years to make good progress in their personal development, particularly in being independent	24/03/2017
■ provide more opportunities for children aged between two and three years to develop their literacy skills, particularly to build on their interest in early writing.	24/03/2017

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 spoke with staff and children during the inspection.
- The inspectors completed a joint observation with the nursery manager.
- The inspectors held a meeting with the nursery manager and management team. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to a number of parents during the inspection and took account of their views.

Inspector

Lesley Bott & Christine Armstrong

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. Breaches in safeguarding and welfare requirements have a significant impact on the well-being of children. Managers and staff have suitable childcare qualifications. However, this is not reflected in their practice. They do not have a sufficient understanding of their roles and responsibilities to meet children's individual needs. The management team has failed to identify significant weaknesses in staff practice and in the organisation of routines and resources. This has a negative impact on the experiences of some children as staff fail to recognise and respond to their individual care and learning needs. Despite these weaknesses, risk assessments are regularly undertaken and help staff to ensure the environment is safe and secure for children. Recruitment and ongoing staff suitability checks help to ensure that all adults are suitable to work with children. Some improvements have been made since the last inspection. For example, staff now work more closely with parents to establish the starting points for children's future learning when they first join the nursery. Partnerships with other professionals are established and result in more support for children who have special educational needs and/or disabilities.

Quality of teaching, learning and assessment is inadequate

The quality of teaching is variable. Consequently, children are not sufficiently supported to make expected progress. Staff use assessments well for children under one year to identify appropriate next steps for their learning. However, they do not use this information to inform their practice and provide children with enough opportunities to achieve and progress. Children's natural urge to have a go and seek challenges is diminished by staff. Staff's expectations for children aged between one and two are too low. Children are not allowed to use the skills they have developed. For example, staff carry them when they are capable of walking and feed children who can feed themselves. They are not supported by staff when they attempt to learn and practise new skills. Staff do not respond to children's attempts to communicate their wishes or needs. Some next steps identified by staff to help children make progress are skills that they have already achieved. Children aged between two and three years show high levels of energy and fascination as they play imaginatively with resources, each other and staff. Staff identify children's emerging interest in early writing. However, they then fail to provide the necessary resources to help children to have a go and practise their early writing skills. Teaching in the pre-school room is mostly of a good standard and in some instances it is very strong. An extensive and varied range of toys and resources is available to these children for them to make independent choices from. Pre-school children take part in purposeful, planned activities that are very effective in helping to extend their skills, knowledge and understanding. However, throughout the nursery, staff are not effective in helping children who are learning to speak English as an additional language to develop their English speaking skills. Consequently, children are not on track to reach a good standard of English in readiness for starting school.

Personal development, behaviour and welfare are inadequate

Too many children do not have their care tailored to meet their individual needs. The poor attention given by managers and staff to ensuring children having access to enough drinks during the day leaves children at risk of harm. Staff are not sensitive enough to the communications of younger children. On the day of inspection, younger children's persistent attempts to communicate their need for food at snack time were ignored by staff. As a result, children became inactive and lethargic. Children who have just woken up are brought into a room that is noisy, busy and at times chaotic. While older children enjoy the very good facilities in the outdoor area, babies go for days without being taken outdoors. They do not have sufficient opportunities to spend time in the fresh air. Children's behaviour in the pre-school room is good. They are taught about right and wrong and have an understanding of behavioural expectations.

Outcomes for children are inadequate

Children are not well prepared for school or the next stage in their learning. The youngest children in the nursery are not making good progress from their starting points. Additional funding is not used effectively enough to make sure that children's learning is good. Staff do not support all children to ensure that they gain the skills needed for their future learning. However, pre-school children, in the main, are supported appropriately and most children make some progress in relation to their starting points.

Setting details

Unique reference number	EY438625
Local authority	Wolverhampton
Inspection number	1079534
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	122
Number of children on roll	197
Name of registered person	ABC Early Learning & Childcare Centre UK Ltd
Registered person unique reference number	RP904912
Date of previous inspection	17 November 2016
Telephone number	01902 786892

ABC Early Learning & Childcare Centre UK Ltd opened in 2012. The nursery employs 34 members of childcare staff. Of these, one holds early years professional status, two hold appropriate early years qualifications at level 6, 24 hold qualifications at level 3 and five hold level 2 qualifications. The nursery opens 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.

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