

ABC Day Nursery

Derby Yard, Catherine Street, Whitehaven, Cumbria, CA28 7PG



Inspection date

5 January 2017

Previous inspection date

11 December 2013

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 is experienced and knowledgeable and wants to do the very best for every child in the setting. She works in strong partnership with the setting owners to plan for continuous improvements. The views of staff, parents and children are sought to ensure that development planning reflects their needs.
- Teaching is good. Staff know their key children well and plan a range of engaging and developmentally appropriate activities and experiences to build on children's interests. This helps them to learn what they need to do next and progress well.
- Parents are excellent partners in learning. They feel very well supported and involved in all aspects of the setting and appreciate the warm and supportive welcome they get from staff. Parents feel well informed about children's progress and know what they can do to promote learning at home.
- Staff are well qualified and have a good understanding of how children learn and develop. They are committed to further developing their knowledge and skills. Supervision meetings and training opportunities support professional development well and help improve outcomes for children.
- Children form strong emotional bonds with staff and feel secure in the setting. They learn to follow rules and routines and develop good social skills. Staff have high expectations of all children, who behave extremely well.

It is not yet outstanding because:

- Staff are not making the very best use of assessment information about the attainment of groups of children.
- Staff do not always evaluate the impact of changes to practice on 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:

- extend the use of assessment information for all groups of children to inform planning and help them make even greater progress
- strengthen systems for evaluating the impact of changes to practice on outcomes for children.

Inspection activities

- The inspector had a tour of the setting.
- The inspector undertook two joint observations with the manager.
- The inspector spoke to the owners, manager, staff, children, parents and visiting professionals during the inspection.
- The inspector observed children and assessed the quality of teaching and learning.
- The inspector viewed a range of documentation, including children's records, policies and procedures, assessment information, self-evaluation and development planning, qualifications and suitability checks.

Inspector

Julia Matthew

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff help children to stay safe and alert them to dangers as they play. They gently remind children how to move around the setting, negotiating the indoor and outdoor spaces with care. Policies and procedures are robust and staff understand their role to safeguard children. They can explain what to do if they are concerned about a child's welfare or development. The setting is kept secure and staff are vigilant as children play. Children's individual progress is closely monitored. Any gaps in learning are quickly addressed and specific needs planned for. Staff work extremely well with other agencies, professionals, local schools and settings.

Quality of teaching, learning and assessment is good

Children are excited and keen to engage with the welcoming and developmentally appropriate learning environments. They spend long periods outside, experiencing all kinds of weather and investigating the wide range of activities and spaces available. Children engage in imaginary play in the mud kitchen, using tongs to transport materials from one place to another. They develop physical skills, climbing and stepping inside large tyres. Staff play alongside children, extending their language, knowledge and understanding. Inside, younger children select and transport objects to and from different areas of the room. They experiment with paint and sand and enjoy using puppets as they sing songs together. Children across the setting listen to stories and develop a love for books, which are readily available. Staff use good systems for observation, assessment and planning. Parents appreciate the many opportunities they have to visit the setting, finding out about their children's learning and watching seasonal performances.

Personal development, behaviour and welfare are good

Staff are quick to respond to children's needs. New starters are reassured with cuddles and settle well. Staff encourage them to do things for themselves and be independent. Children are polite and considerate, play well together and form strong friendships. Staff help children to be healthy. They enthusiastically engage in dance and exercise activities and learn about their bodies. Meals and snacks are balanced and nutritious and children have access to drinks, which keeps them hydrated and at their best for learning. Staff use praise and encouragement to help children develop resilience when they find tasks tricky. They sensitively meet the needs of children who have special educational needs and ensure that all children feel valued and included. Staff help children to understand and feel proud of their local community. They make good use of learning opportunities in the local area.

Outcomes for children are good

All children make at least good progress across all areas of learning. Those who have special educational needs and/or disabilities are extremely well supported and make excellent progress from their starting points. Funding is used wisely to meet individual needs. Children become confident communicators and can be seen using mathematical language as they play. They are very well prepared for school and move on from the setting with confidence.

Setting details

Unique reference number	EY278445
Local authority	Cumbria
Inspection number	1064530
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	1 - 4
Total number of places	54
Number of children on roll	102
Name of registered person	ABC Early Learning Limited
Registered person unique reference number	RP523212
Date of previous inspection	11 December 2013
Telephone number	01946 691 700

ABC Day Nursery was registered in 2004, is privately owned and situated in Whitehaven, Cumbria. The setting employs 12 members of childcare staff. Of these, one holds a degree in early childhood studies, eight hold an appropriate early years qualifications at level 3 and one at level 2. The manager holds a management qualification at level 5. The setting opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The setting provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language and those who have special educational needs or disabilities.

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