

The Abingdon Kindergarten - Long Furlong



Abingdon Kindergarten, 43 Loyd Close, Abingdon, Oxfordshire, OX14 1XR

Inspection date	13 October 2017
Previous inspection date	29 April 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

- Children enjoy their time at the nursery and form strong bonds with the friendly, caring staff. Children settle quickly and are confident to make choices from an early age.
- Children, including those who have special educational needs and/or disabilities, make good progress. Staff provide a broad range of activities, which they plan according to the children's interests and needs.
- Staff work effectively with babies. For example, they help them explore different resources and toys safely and confidently. Babies smile happily and make particularly good progress in their language and physical development.
- Staff work in partnerships with other professionals involved in children's care and learning. They regularly share information and implement plans to ensure a joined-up approach to support children's continued good progress.
- Managers use effective self-evaluation to make targeted improvements to the nursery and enhance experiences for children, for example, in the outdoor area.

It is not yet outstanding because:

- Managers do not fully explore additional opportunities to help staff build further on their knowledge and skills to help raise the quality of teaching to the highest level.
- Staff do not give parents enough information about the areas of learning to enable them to support their children's development at home more readily.

What the setting needs to do to improve further

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

- consider ways to focus more precisely on the professional development of staff to raise the quality of their teaching to the highest level
- strengthen systems for helping parents to understand the different areas of learning so they can use this information to shape and enhance their children's development at home.

Inspection activities

- The inspector viewed activities and resources in all rooms and the outdoor area, and assessed the impact these have on children's well-being and learning.
- The inspector held meetings with the provider and manager and spoke to staff, children and parents.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures, written policies and procedures.
- The inspector conducted several joint observations with the manager.
- The inspector took account of the views of parents.

Inspector

Eileen Chadwick

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers ensure that staff are confident in their understanding of the signs and symptoms which may give cause for concern about a child's welfare. Staff understand the procedures to follow if they have concerns. The manager monitors staff performance through regular supervisory meetings, and staff are keen to improve and develop. They regularly access training targeted to support the welfare needs of children. Managers and staff track the progress of each child and different groups of children effectively and provide prompt support to close any gaps. Overall, information sharing is used well to keep parents informed of their children's progress.

Quality of teaching, learning and assessment is good

Staff encourage children to investigate and use their imagination well. They provide a good range of sensory activities. For example, older babies explore the changes in pasta when they put it in the water tray. Older children investigate how adding different amounts of flour to sticky dough makes it better for model making. Staff communicate and model language well. They demonstrate, question and encourage children to suggest ideas, for example, when children experiment with different coloured paints and observe changes that happen when colours mix. Children become familiar with people's differences. For example, pre-school children learn some French songs and words.

Personal development, behaviour and welfare are good

Staff have strong bonds with children and help them know right from wrong. Children learn to share resources fairly, take turns and respect the views of others. Children enjoy fresh air and exercise in the outdoors. They develop their physical skills well. For example, older babies toddle and confidently negotiate the soft-play area and older children develop balance and coordination using different types of bicycles. Children have further opportunities to develop their physical agility when learning to climb and slide on apparatus during regular visits to the nearby park. Staff encourage children to be independent and manage their own personal care routines.

Outcomes for children are good

Children are well prepared for the next stage in their learning, including school. Children and babies are keen to learn and are busy throughout the day. Children's communication skills progress well and they can express themselves successfully to staff and friends alike. Children of all ages enjoy books and use different media to make marks. They learn to count and identify different shapes, for example, as they use templates to make different shapes with modelling dough. They develop good physical skills. For example, younger children use tools to paint while older children use scissors with care and skill to cut simple materials when creating models of spiders' webs.

Setting details

Unique reference number	EY318514
Local authority	Oxfordshire
Inspection number	1061955
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 - 8
Total number of places	48
Number of children on roll	56
Name of registered person	Abingdon Nurseries Limited
Registered person unique reference number	RP907179
Date of previous inspection	29 April 2013
Telephone number	01235 528910

The Abingdon Kindergarten - Long Furlong registered in 2005. It is one of two nurseries run by Abingdon Nurseries Limited. It operates from a purpose-built two-storey building situated on the Long Furlong estate in north Abingdon, Oxfordshire. The nursery is open each weekday from 7.30am to 6pm all year round, with the exception of bank holidays. The after-school club operates from 3.15pm to 6pm, term time only, and the nursery runs a school collection service. There are 11 members of staff who work with the children. Of these, nine hold a relevant early years qualification at level 3 and one member of staff is a qualified teacher. The nursery receives funding to provide free early education for children aged two, three and four years.

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