

# ABC Early Learning & Childcare Centre UK Ltd

87 Bilbrook Road, Codsall, Wolverhampton, WV8 1EP



<b>Inspection date</b>	19 October 2017
Previous inspection date	14 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff are warm and caring with all children. This, along with good settling-in arrangements, helps to promote children's strong emotional attachments. Staff use targeted praise as children achieve what they set out to do. Children are self-assured and happy, and seek out others with whom to share experiences.
- The management makes sure that partnerships with other providers, including the local schools, are strong. This helps to promote continuity for all children's care and learning.
- The management makes sure that all staff are provided with regular supervision meetings. This means that staff are able to discuss their ongoing suitability, their key children, their training needs and any other issues or concerns. This, alongside the management's observations of staff practice, ensures teaching has a positive impact on children's learning.
- The management team seeks the views of staff, parents and children through good self-evaluation processes. This, along with the views of other professionals, including those who support children who have special educational needs and/or disabilities, helps to focus on continuous improvement. Outcomes for children are good.

### It is not yet outstanding because:

- Staff do not consistently build on what children need to learn next to help them make even more progress in their learning.
- Although information is shared with parents in a variety of ways, the management team does not monitor the effectiveness of this to ensure all parents are fully involved in their child's care and learning.

## What the setting needs to do to improve further

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

- monitor the effectiveness of the range of methods currently used to share information with parents, to ensure they are fully involved in their child's care and learning
- encourage staff to consistently build on what children need to learn next to help them achieve as much as possible in their learning and make more rapid progress.

### 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 joint observations with the nursery manager.
- The inspectors held a meeting with the nursery manager and provider. 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

Mary Henderson / Linda Yates

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management makes sure that all staff continually update their child protection training. Staff know the possible signs of abuse and neglect and what they must do should they have any concerns about a child in their care. The management monitors the risk assessments undertaken by staff in all areas of the nursery. Staff are well deployed to supervise children closely throughout the day. This helps to keep children safe. The management works closely with senior staff to monitor the educational programmes and ensure that all children are progressing well across all areas of their learning and development. Staff provide parents with daily feedback about their child's day at nursery.

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

Staff are well qualified and attend training to further their skills. Staff know the children very well. Staff working with younger children and babies successfully support their language and communication skills. For example, they motivate children using sound games, such as 'ready, steady, go' and use commentary to promote their developing vocabulary. Staff working with toddlers, juniors and pre-school children use speech to describe what they are doing. They use clear communication, such as open questions, to promote children's thinking and problem-solving skills. Staff provide many opportunities for children to explore and investigate sand and dough using a range of tools and containers. Older children learn about quantity and how to link numerals to objects. Staff take all children on nature walks. Children find out about nature as they observe the squirrels in the trees and look for insects.

### Personal development, behaviour and welfare are good

Staff provide nutritious meals and snacks that meet children's individual requirements. They support children of all ages to take manageable risks in their play. Older children develop their physical skills well as they climb, balance and ride around on their tricycles. Younger children have fun as they jump up and down in their self-made puddles. Babies thoroughly enjoy the outdoors and eagerly investigate their wider surroundings. Staff use these activities to help children to learn about the importance of a healthy lifestyle.

### Outcomes for children are good

All children make good progress from their starting points. Babies and younger children use tools to mix and make marks with paints. Older children learn to identify initial sounds in words, recognise letters and write their own name. All children enjoy story time in the on-site library and freely access the broad range of books available. This helps to develop children's love for books. Children learn about similarities and differences well. They explore a range of resources that positively reflects diversity and learn about a range of festivals throughout the year. Children develop their independence well as they put on coats and shoes ready to go outdoors. They develop the skills they need in readiness for their move to school.

## Setting details

<b>Unique reference number</b>	EY471894
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1088255
<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 - 4
<b>Total number of places</b>	120
<b>Number of children on roll</b>	196
<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>	14 February 2014
<b>Telephone number</b>	07977463615

ABC Early Learning & Childcare Centre UK Ltd registered in 2013 and is one of two provisions operated by a limited company. The nursery employs 40 members of childcare staff. Of these, one holds early years professional status, two hold a qualification at level 6, 28 hold level 3 and two hold level 2. The nursery opens on Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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