

# ABC Day Nursery

Duke Street, Cullompton, Devon, EX15 1DW



## Inspection date

3 January 2018

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

- Children and babies have strong relationships with their key person. They are excited to see them on their arrival and settle quickly. Children are happy, secure and behave well, which underpins their learning and development effectively.
- The manager uses self-evaluation successfully, seeking staff and parents' views to accurately identify strengths and areas for development. For example, the manager and staff have reviewed the organisation of the environment to optimise the use of the indoor space to meet children's individual needs effectively. They are now developing easier access to the outdoors.
- Staff provide good support for children's language and communication skills. For instance, they ask older children thought-provoking questions and help them to recall past events. They extend toddlers' vocabulary.
- All children make good progress from their starting points. Staff share good information with parents, other providers and outside agencies to be consistent in supporting children's learning. They make regular observations of children's achievements and use them well to plan challenging activities.
- Staff use all opportunities to help children to become independent, such as helping toddlers to find their own belongings and older children to prepare their snack. They support children well in persevering and finding alternative ways to complete a task.

### It is not yet outstanding because:

- Staff do not always organise group activities in the pre-school room to involve and challenge younger children as effectively as the oldest children.

## What the setting needs to do to improve further

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

- strengthen the planning of group activities to help the youngest children in the pre-school room take a more active role according to their varying needs, to challenge them further.

### Inspection activities

- The inspector observed activities and the quality of teaching, indoors and outdoors.
- The inspector spoke with staff, parents and children, and took account of the provider's self-evaluation.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector held a meeting with the manager and carried out a joint observation.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

### Inspector

Elaine Douglas

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of their responsibilities to protect children from the risk of harm. They know what to do if they have concerns about children's welfare. Staff follow good procedures to protect children's health and prevent the spread of infection. The manager monitors the quality of teaching carefully and provides effective coaching and training for staff. She has successfully identified how she can support staff further. For example, she is expanding the induction programme to focus on staff's different abilities and target their initial training more rigorously. The manager and deputy track children's overall development well. They know where individual or particular groups of children may need additional support to catch up.

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

Staff share good information with parents to help them support their children's learning at home. They use the knowledge gained from training, such as on asking open-ended questions, to encourage children effectively to think critically. For example, when older children discussed building snowmen as they made models of them from dough, staff asked, 'why couldn't we build one today?' Children contributed their ideas about the weather, how they would need snow and that rain can melt it. Children described their hair as, 'going crazy' in the wind and noted that it was strong enough to blow things over. Staff introduce mathematical terms when playing with toddlers, such as the names of shapes, comparing sizes and counting. Staff make good use of daily routines to increase children's opportunities for learning. For example, children develop their physical skills and learn to use tools safely as they butter bread and peel and cut fruit.

### Personal development, behaviour and welfare are good

Staff work well with parents to meet the youngest children's care needs. They are sensitive to their changing emotions and recognise when they need to rest, eat or be changed. They support children well in understanding healthy and safe practices. For instance, during role play, staff supported older children effectively to develop their knowledge about healthy eating and the dangers of hot water as they pretended to make coffee. All children have good opportunities to play and learn outdoors and understand the importance of exercise. Staff sensitively support children to gain a positive awareness of people's differences and to make links with their own families' similarities.

### Outcomes for children are good

Children acquire important skills to prepare them well for their next stage of learning and for school. Older children practise their early writing skills and understand that cutting a pepper into quarters means that they have four pieces. Babies and toddlers explore and experiment with the good resources to find out what they can do. For example, they discovered that when they dropped different-sized spoons down a tube, the large ones got stuck. Then they found they could tip the tube or shake it to get the big spoons out again. Children are creative and imaginative and enjoy their learning.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY493418  |
| <b>Local authority</b>                           | Devon   |
| <b>Inspection number</b>                         | 1024937   |
| <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, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 0 - 4   |
| <b>Total number of places</b>                    | 30  |
| <b>Number of children on roll</b>                | 39  |
| <b>Name of registered person</b>                 | ABC Day Nursery (Cullompton) Limited  |
| <b>Registered person unique reference number</b> | RP534884  |
| <b>Date of previous inspection</b>               | Not applicable  |
| <b>Telephone number</b>                          | 07540111717   |

ABC Day Nursery is one of two privately owned nurseries. It was registered in 2015. The nursery operates each weekday from 7.30am until 6pm, for 51 weeks a year. The nursery provides free early education for children aged two, three and four years. There are eight members of staff who work with the children. Of these, the manager holds an early years degree, three staff hold an early years qualification at level 3 and three are qualified at level 2.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

