

Abeona Warkton

30 Warkton Lane, Barton Seagrave, Kettering, NN15 5AA



Inspection date

13 September 2017

Previous inspection date

17 February 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- On-going assessment of the progress older children are making in their learning is not consistently reviewed for older toddlers and pre-school children.
- Key workers have not yet been assigned to children in the pre-school room. As a result, children and parents do not have an identified staff member to help them become familiar with the nursery.
- Not all staff have regular one to one meetings with the manager to discuss their training, review the children in their key person group or receive feedback on the quality of their work.
- Staff do not always stay at activities to encourage preschool children to remain focused, engaged and practice skills needed for next steps in their learning.

It has the following strengths

- Children are working at expected levels. Children with special education needs and /or disabilities are making better than typical progress.
- Staff work well with parents to share information about their child's day.
- Opportunities are available for children to participate in additional activities such as swimming, Spanish and music lessons.

What the setting needs to do to improve further

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

	Due Date
■ ensure appropriate arrangements are in place for the effective supervision of all staff	27/09/2017
■ ensure each child has a key person assigned to them, this relates to children in the pre-school room	27/09/2017
■ ensure the system used to assess children's development accurately reflects the current progress children are making	13/11/2017
■ ensure the quality of teaching is consistent across all areas of the nursery to help children make the best possible progress in their learning.	13/11/2017

Inspection activities

- The inspectors took account of the views of parents spoken to on the day of the inspection.
- One of the inspectors carried out a joint observation with the deputy manager.
- The inspectors looked at children's records, planning documentation, evidence of the suitability of staff working in the nursery and a range of other documentation.
- The inspectors spoke to members of staff at appropriate times during the inspection and held a meeting with the manager of the setting.
- The inspectors observed activities in the nursery rooms and the outdoor area.

Inspector

Christy Dave and Diane Stone

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager identifies areas for improvement within the nursery. For example, older toddlers have moved to different rooms within the nursery to ensure they have a more focused learning environment. Children's views are being considered and they are helping to choose new resources. Safeguarding is effective. The manager is aware of her role and responsibilities in relation to child protection and policies are in place to support staff practice. The manager monitors all rooms in the nursery. She has identified that recent significant changes to staff working within the pre-school room has had a detrimental effect on the quality of teaching for older children. She has started to take action to address this, however, this has not happened quickly enough.

Quality of teaching, learning and assessment requires improvement

Young children enthusiastically join in a group music session. Staff model actions and sing along to songs, encouraging children to join in and remain engaged. However, children's learning is interrupted when staff routinely remove them from the group to change their nappies. Although staff engage older toddlers in a variety of activities, the children have few opportunities to play freely or choose activities for themselves. Children with special educational needs and/or disabilities are well supported. The views of parents and other professionals are taken into account when planning for children's next steps in their learning. Staff accurately complete termly reports of the progress children have made. However, on-going assessments are not consistently completed for older children. As a result, activities are not always matched to meeting older children's learning needs.

Personal development, behaviour and welfare require improvement

Children have lots of opportunities to build their confidence. At circle time, they confidently stand in front of their peers and sing a song of their choice. Children are reminded of the expectations and rules of the nursery and are praised for positive behaviour. Children behave well and staff give children appropriate explanations as to why certain behaviour is not acceptable. Staff encourage children to be kind to their friends. Hygiene practices support the health of the children, for example, staff always wear aprons and gloves when dealing with food. Independence skills are not always promoted, for example, older children are not given the opportunity to self-pour drinks at snack times.

Outcomes for children are good

Older toddlers and pre-school children practice writing their name using pencils and other medias such as shaving foam. Pre-school children eagerly join in an activity to find their name written on plates. They are able to recognise initial letters of their names and link these to other objects for example, M is for monkey. Younger children concentrate for long periods of time for example, they remain engaged as they paint with different coloured icing sugar. Babies and younger toddlers explore their environment and staff support them in trying new things such as exploring the texture of jelly.

Setting details

Unique reference number	EY491258
Local authority	Northamptonshire
Inspection number	1088713
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 9
Total number of places	65
Number of children on roll	118
Name of registered person	Abeona Limited
Registered person unique reference number	RP905353
Date of previous inspection	17 February 2016
Telephone number	01536 618280

Abeona (Warkton) was registered in September 2015. It is located in the area of Warkton, Northamptonshire. It opens from 7.30am to 6.00pm each weekday for 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children. There are 26 staff employed; of these, one has early years practitioner status, one has qualified teacher status, one has a level 6 qualification, five have a level 2 qualification, ten have a level 3 qualification, one has a level 5 qualification, six members of staff are unqualified. The manager holds a level 6 qualification.

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