

Abacus Nursery School

Abacus Nursery School, Laitwood Road, LONDON, SW12 9QH



Inspection date	22 February 2018
Previous inspection date	18 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

- Staff develop a wide understanding of each individual child and of the progress they make. They carefully plan steps to move the children on further in their learning.
- Staff establish close partnerships with parents through which they find out useful information to help them personalise learning. They involve parents well in children's development and facilitate the continuation of learning at home well.
- Children, including those who speak English as an additional language, make good progress from their starting points. Children who achieve above the typical ranges expected for their ages, are challenged effectively to meet higher outcomes.
- Staff provide children with good opportunities to develop an understanding of healthy practices. For example, children enjoy activities that help them learn where food comes from. Children engage in many physical activities, including a range of sports.
- Managers support staff well to develop and improve their qualifications. Where staff have achieved higher qualifications, they share their knowledge and expertise with other staff to improve practice.

It is not yet outstanding because:

- Staff do not consistently use highly effective strategies to extend children's learning or to develop the thoughts children form about their experiences.
- Although managers monitor individual children's development very well, they do not compare the progress made by groups of children to see if differences occur.

What the setting needs to do to improve further

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

- improve further the teaching strategies used by the staff team to ensure children's learning is consistently extended and that children are encouraged to develop their thoughts
- compare the progress made by different groups of children, to increase further the manager's understanding of how children's differing needs are met.

Inspection activities

- The inspector observed activities inside and outdoors.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, staff planning documentation and checked evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation of children's learning and staff practice with the manager.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers successfully ensure that all staff have a thorough and confident understanding of the signs that indicate that a child's welfare may be at risk and the procedures to follow in such a concern. Where children have additional medical needs, robust risk assessments are made to keep them safe and to allow them equal opportunities to join in. Managers carry out focused reflections on practice to improve the way in which they meet children's needs. For example, they have introduced activities to help children experience many aspects of the local community. Managers carefully monitor staff practice and make judgements to improve practice. This includes providing opportunities for staff to develop their knowledge and skills. For example, they recently supported staff to feel more confident in understanding how children are progressing.

Quality of teaching, learning and assessment is good

Staff engage enthusiastically with children to support their development. They consistently help children to develop age-appropriate language skills. For example, younger children join in with songs and rhymes frequently. Staff work in partnership with staff in the other settings children attend to ensure continuity in care. They also implement guidance from other professionals, such as speech therapists, to support children's learning. Staff promote diversity well in the setting. For example, children thoroughly enjoy experiencing songs and music from a range of cultural backgrounds, which staff perform for them. A wide range of languages is represented in the setting, including those which are the first language of the children attending.

Personal development, behaviour and welfare are good

Children demonstrate that they trust the staff. For instance, they enjoy dancing with them and show that they feel secure with their key workers when they seek comfort with a cuddle. Managers match key persons to the children well and relationships form quickly to help children settle. Staff support children well to develop confidence ready to move to new settings, such as school. For example, they have established efficient systems with the local schools where children can become familiar with the premises and the staff. Staff successfully promote positive behaviour. Children demonstrate good social skills, such as through turn taking, and they understand the rules and routines in the setting well. For example, pre-school aged children tidy up well and know exactly where resources belong.

Outcomes for children are good

Babies explore a range of materials using their senses. Pre-school aged children show signs that they are ready for school. For example, they discuss letter sounds and develop early reading skills. Children show a good understanding of mathematics, for instance, as they solve problems associated with weights and measures. Children in all rooms develop physical skills that help them to be writers at a later stage. Older children show early writing skills, with many beginning to write their names. Toddlers show confidence and independence as they choose resources and explore them intently.

Setting details

Unique reference number	EY369276
Local authority	Wandsworth
Inspection number	1062140
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	80
Number of children on roll	110
Name of registered person	Abacus Kindergarten Limited
Registered person unique reference number	RP527791
Date of previous inspection	18 December 2013
Telephone number	0208 6758093

Abacus Nursery School opened in 1994 and re-registered under the same ownership in 2008 due to a change of company name. It is located in Balham, South London. The nursery operates on Monday to Friday between the hours of 8am and 6pm, for 48 weeks of the year. The nursery receives funding for free early education for children age three and four years. The provider employs 21 members of staff, 17 of whom are qualified at level 2 or above. There is one member of staff who holds early years professional status, one qualified teacher and two members of staff who hold qualifications at level 6.

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