

# Abacus Nursery

44 Neal Avenue, ASHTON-UNDER-LYNE, Tameside, Lancashire, OL6 6PB



## Inspection date

14 March 2018

Previous inspection date

6 March 2014

| The quality and standards of the early years provision | This inspection:     | Good        | 2 |
|--|----------------------|-------------|---|
|  | Previous inspection: | Outstanding | 1 |
| 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

- The quality of teaching is good overall. Staff work hard to plan activities that build on children's interests. As a result, children enjoy their learning and they are eager to take part.
- Transitions are managed well at all stages. Staff work closely with parents to help their children settle into the nursery. They complete transition forms as children move between rooms and summary reports are sent to primary schools. As a result, children are emotionally prepared for their next stage in learning.
- Staff are particularly skilled at celebrating children's achievements. They give children lots of praise and encouragement, and children's artwork is proudly displayed throughout the nursery, which boosts their self-esteem.
- Managers know the nursery's strengths and implement action plans to ensure ongoing development of the nursery.

### It is not yet outstanding because:

- Children make less progress in developing an awareness of shape, space and measure than in other areas of learning, such as literacy.
- The systems for monitoring children's progress are not rigorous enough. As a result, minor gaps in children's progress are not always identified.
- Although managers have built effective relationships with other professionals to support children's health and care needs, this approach is not adopted for all children.

## What the setting needs to do to improve further

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

### Due Date

- |  |            |
|--|------------|
| ■ increase partnership working with other professionals to ensure greater clarity on children's health and care needs. | 11/04/2018 |
|--|------------|

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

- widen opportunities for children to learn about shape, space and measure to support their mathematical development
- improve the effectiveness of the systems used for assessing and monitoring children's progress.

## Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector discussed the nursery's self-evaluation.
- The inspector looked at a sample of documentation including medication policies, children's assessment information and planning.
- The inspector held discussions with managers and staff at appropriate times during the inspection.
- The inspector took account of parents' views of the nursery.

## Inspector

Patricia Graham

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Children are cared for by dedicated staff who are suitably qualified. They provide a nurturing and safe environment, which ensures children's safety. For example, nappy changing areas are positioned in discreet areas of the rooms to ensure toddlers' and babies' privacy. Children's safety is further assured through robust recruitment procedures, which ensure the suitability of staff. Managers monitor the ongoing suitability of staff and take prompt action to address underperformance. Staff have a good awareness of child protection procedures. They access regular training and understand the procedures to follow if they have any concerns about a child's well-being.

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

Children benefit from a wide range of activities that support their learning and progress. For example, pre-school children have recently completed a topic on 'space'. This topic has evolved and effectively captured children's imaginations. They learned about planets and shooting stars, and they also made rockets, which promotes their creativity. Staff are skilled at following children's interests and this approach is reflected throughout the nursery. For example, toddlers take part in exciting activities that relate to 'under the sea'. Babies explore paint with their hands, which staff have used to create innovative family trees that display photographs of babies' family members. Despite managers' efforts to implement an effective system for tracking children's progress, this system is not fully developed. Managers have not identified that the progress some children make in mathematics has stayed the same.

### Personal development, behaviour and welfare are good

Children are well behaved and show respect for others. On occasions, when children become too lively and energetic for indoor play they respond immediately when they are gently reminded of the rules. Children are supported in developing good social skills. For example, mealtimes are a relaxed and social occasion that children enjoy thoroughly. They chat with their friends and staff as they devour salmon pasta bake. Children also have lots of time to practise refining their cutlery skills, which staff recognise is a complex skill to learn. The nursery provides an inclusive environment and no child is excluded. Staff have received training from health professionals to help them meet the needs of some children who have medical needs. However, this partnership working is not as effective for all children. As a result, there has been some confusion over children's care plans, which has been further impeded by lack of communication with professionals.

### Outcomes for children are good

Children are confident and active learners. They take part in lots of exciting activities, which support their learning and help them to make generally good progress. For example, during a science activity children enjoy learning new words, such as petri dish, which widens their vocabulary. However, opportunities are limited for children to learn about shape, space and measure. Consequently, progress in mathematics is slower.

## Setting details

|  |                          |
|--|--------------------------|
| <b>Unique reference number</b>                   | EY335501                 |
| <b>Local authority</b>                           | Tameside                 |
| <b>Inspection number</b>                         | 1132743                  |
| <b>Type of provision</b>                         | Full-time provision      |
| <b>Day care type</b>                             | Childcare - Non-Domestic |
| <b>Registers</b>                                 | Early Years Register     |
| <b>Age range of children</b>                     | 0 - 5                    |
| <b>Total number of places</b>                    | 71                       |
| <b>Number of children on roll</b>                | 60                       |
| <b>Name of registered person</b>                 | J & K Nursery's Ltd      |
| <b>Registered person unique reference number</b> | RP902642                 |
| <b>Date of previous inspection</b>               | 6 March 2014             |
| <b>Telephone number</b>                          | 0161 3440068             |

Abacus Nursery registered in 2006. It operates from a single-storey building located in the Ashton-under-Lyne area of Tameside. The nursery is open Monday to Friday from 7.30am until 6pm. It is closed on bank holidays and over the Christmas period. The nursery employs 13 members of childcare staff. Of these, four hold appropriate early years qualifications at level 5, one at level 4, seven at level 3 and one at level 2. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

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