

ABC Childcare (Ipswich) Ltd

537 Foxhall Road, Ipswich, Suffolk, IP3 8LR



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| Inspection date | 29 June 2018 |
| Previous inspection date | 21 October 2015 |

| 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 | | Requires improvement | 3 |

Summary of key findings for parents

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

- The management team's monitoring of staff's teaching practice is not thorough enough to ensure consistently good quality of teaching across the setting.
- There are insufficient opportunities to support children who speak English as an additional language to use their home language in their play and learning.
- At times, staff do not adapt their teaching to respond to the differing needs, interests and capabilities of all children and ensure they are consistently challenged in their learning.

It has the following strengths

- Staff have regular safeguarding training and all understand the possible signs that a child may be at risk of harm. They know how to raise concerns with the management team and outside agencies in order to protect children well.
- Parents have continual access to information about their child's development and regularly discuss their child's learning with their child's key person.
- Children, including those who prefer to learn outdoors, have good opportunities to develop their physical skills and play energetically in the fresh air.

What the setting needs to do to improve further

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

| | Due Date |
|--|-----------------|
| <ul style="list-style-type: none"> ■ establish effective arrangements for the performance management of staff practice to identify weaknesses in the quality of learning and development experiences for children and ensure that these are swiftly addressed | 10/07/2018 |
| <ul style="list-style-type: none"> ■ ensure that all reasonable steps are taken to provide opportunities for children who speak English as an additional language to develop and use their home language in the setting | 10/07/2018 |
| <ul style="list-style-type: none"> ■ provide children with consistently sufficient levels of challenge in all activities and routines to help children make as much progress as they can. | 10/07/2018 |

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the setting manager.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the setting managers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Sarah Clements

Inspection findings

Effectiveness of the leadership and management requires improvement

There have been some improvements to the arrangements for the supervision of staff since the last inspection. However, the management team does not monitor the quality of teaching closely or regularly enough to help it to swiftly identify and tackle weak practice. Safeguarding is effective. Staff regularly assess and minimise risks in the environment and supervise children effectively in all areas of the setting. In particular, they vigilantly monitor the safe arrival and departure of children and make sure all main entrances are kept secure. This helps to keep children safe. Staff value the views and suggestions of parents and implement an appropriate procedure for handling complaints. They often seek feedback from teachers at local schools, with whom they have good links. They use this information appropriately to develop new initiatives to help to support children's smooth transition when it is time for them to go to school.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Staff often miss opportunities to extend children's communication and language skills and support their ability to solve problems. Furthermore, there are limited opportunities to encourage children who speak English as an additional language to use their home language in their play. In spite of these weaknesses, children enjoy their time at the setting. They access a broad range of resources which helps to support all areas of learning reasonably well. Staff provide an interesting range of containers in the water tray to help children to explore the concepts of 'full' and 'empty'. They encourage two-year-old children to strengthen their coordination and balance skills. For example, they give clear instructions and demonstrate actions to help children to learn to reach and catch the floating bubbles.

Personal development, behaviour and welfare require improvement

Overall, staff know children well and share positive relationships with them. However, staff do not consistently gather sufficient information about children's home languages to help them to meet their needs effectively. Staff help children to adopt aspects of a healthy lifestyle and develop their independence. For example, children choose when to have their snack and help to prepare and serve their own food. Clear guidance and praise help children to share toys, take turns in games and show kindness towards each other. Staff create meaningful opportunities for children to learn to keep themselves safe. For example, they supervise children closely when they play with marbles and talk to them about how to handle these safely to avoid any risk of choking.

Outcomes for children require improvement

Despite weaknesses in teaching, children develop some key skills in readiness for their next stage of learning, including their eventual move to school. They show a growing interest in making marks with a range of tools and keenly talk about the sounds that the letters in their name represent. Children make steady progress in their social and emotional development, including those in receipt of additional funding. They develop their resilience over time and show a secure sense of belonging at the setting.

Setting details

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| Unique reference number | EY318888 |
| Local authority | Suffolk |
| Inspection number | 1139776 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 8 |
| Total number of places | 62 |
| Number of children on roll | 117 |
| Name of registered person | ABC Childcare (Ipswich) Ltd |
| Registered person unique reference number | RP523426 |
| Date of previous inspection | 21 October 2015 |
| Telephone number | 01473 718296 |

ABC Childcare (Ipswich) Ltd opened in 1983 and re-registered in 2009 due to a change in legal entity. The setting employs 16 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 or above. Both managers hold either early years professional status or early years teacher status. The setting operates Monday to Friday during term time. Sessions are from 8.45am until 11.45am and from 12.15pm until 3.15pm. A lunch club runs between these sessions. The setting also offers out-of-school provision. During term time, these sessions operate from 8am until 8.45am and from 3.15pm until 6pm. During school holidays, sessions operate from 8am to 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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