

Inspection date	5 October 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 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

The provision is good

- The management team continually evaluates the effectiveness of what they provide and reflect on how it contributes to children's development and progress. They take prompt action to address areas for development to ensure children experience good-quality care and education that are targeted to their needs.
- Staff complete accurate assessments of children's progress. They promptly identify where children are at risk of delay and work closely with parents to address any gaps in children's learning. This helps children to progress well from their starting points.
- Staff are good role models. They consistently remind children of the rules that they must follow. Children behave well. They are kind to their friends and happily share resources with each other. Children listen to and follow staff's instructions.
- Babies are happy, settled and bond well with staff. They are familiar with the nursery routines and quickly develop their confidence to explore the stimulating environment. Staff are attentive to children's needs and children show that they are happy in staff's company.
- Staff encourage children to be independent from a young age. Older children are eager to do small tasks for themselves, such as preparing themselves to go outdoors. Younger children learn to be independent at mealtimes.

It is not yet outstanding because:

- Sometimes, while staff follow children's interests, they do not present children with high levels of challenge or help them to engage in highly focused learning during spontaneous activities.
- The management team does not focus precisely on helping staff to develop their teaching skills to achieve high-quality teaching practice.

What the setting needs to do to improve further

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

- add depth and high levels of challenge to children's learning during spontaneous activities to encourage their utmost focus and concentration
- empower staff to critically reflect on the impact of their teaching and their interactions with children to identify how they can enhance their practice to a high level.

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 spoke with staff and children during the inspection. The inspector also spoke to a number of parents during the inspection and took account of their views.
- The inspector completed a joint observation with one of the nursery managers.
- The inspector held a meeting with both of the nursery managers and the owners. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff know the signs they must look out for that may indicate a child is at risk of harm. They understand the procedures that they must follow if they have concerns about children's welfare. The management team checks on staff's safeguarding knowledge regularly. The highly qualified management team uses their knowledge and skills well to secure positive changes to the learning environment and to the opportunities available for children. The recently established staff team is supported to obtain and further their childcare qualifications. The management team implements safe recruitment procedures to ensure only those suitable to work with children do so. In addition, they check on staff's ongoing suitability to work with children. Staff deploy themselves effectively. They supervise children closely and continually seek to engage them in activities.

Quality of teaching, learning and assessment is good

Staff provide children with a good range of opportunities in all areas of learning. Older children count and learn to identify numerals. They further develop their mathematical skills and identify how many objects are left when they take one away. Babies enjoy looking at books. They point at pictures and staff name what they see. This helps to develop children's communication and language skills. Children use containers to pour water into funnels and pipes. They explore and investigate what happens to the water and staff explain that they can recycle the water. Staff keep parents informed of children's progress. Parents comment positively about the progress children make and that staff communicate effectively with them.

Personal development, behaviour and welfare are good

Children enjoy playing outdoors and have regular opportunities to be physically active. Babies move around safely and practise their early walking skills. Older children learn to move in different ways, such as rolling and jumping. Children eat healthy and nutritious snacks and meals. Staff gather information from parents about children's allergies and special dietary requirements. Staff complete training to raise their awareness of food safety. Staff fully understand the recently updated good health and hygiene procedures that they must follow. Older children are independent at mealtimes. They serve themselves food and wash up their plates and utensils when they have finished. Staff encourage children to be polite and use good manners. Children develop a sense of responsibility and help to tidy away resources when they have finished playing with them.

Outcomes for children are good

Children progress well. Staff use additional funding effectively to target gaps in some children's learning, such as their communication and language skills. Children are busy and active throughout the day. They are eager learners and enjoy participating in a wide range of learning opportunities. Children develop good relationships with their peers and with adults. They develop key skills to help them to be prepared to take on the challenges in their future learning.

Setting details

Unique reference number	EY540368
Local authority	Essex
Inspection number	10080761
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	
Age range of children	0 - 11
Total number of places	56
Number of children on roll	119
Name of registered person	Abacus Early Learning Ltd
Registered person unique reference number	RP540367
Date of previous inspection	Not applicable
Telephone number	01206 854 623

Abacus registered in 2016. The nursery employs 24 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 or above, including three staff with early years professional status and one with qualified teacher status. The nursery opens from Monday to Friday all year round except for one week at Easter and one week at Christmas. Sessions are from 7.15am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

