

Abacus Nursery & Out of School Club Dawley

Abacus Day Nursery, 10-12 High Street, Dawley, Telford, Shropshire TF4 2ET



Inspection date	14 November 2018
Previous inspection date	4 November 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires improvement	3
Effectiveness of 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

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

- Supervision and coaching procedures are not rigorous enough to ensure that all aspects of staff's practice are robust. Consequently, the quality of children's care and learning is not consistently good.
- Staff do not focus enough on supporting children who speak English as an additional language. Children are not given opportunities to use their home languages during play to fully support their cultural identity and awareness.
- Staff do not consistently carry out risk assessments to ensure that all areas of the premises remain safe and suitable for children.
- Staff do not obtain enough in-depth information from parents about their children's prior learning when they first start. This does not help children to make the best possible progress from the start.

It has the following strengths

- Key persons are kind and caring towards the children. They help support most children and join in with activities to extend their play.
- Children behave appropriately. They follow positive behaviours modelled by staff. Children show care and consideration towards others as they learn to share and take turns.
- Staff help parents to support their children's learning at home.

What the setting needs to do to improve further

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

	Due date
improve the support and coaching that staff receive to help raise their effectiveness and provide consistently good-quality care and learning experiences for children	14/12/2018
help all children to develop and use their home languages in their play and learning, to support their sense of cultural identity	14/12/2018
ensure risk assessments are rigorous and take prompt action to minimise or remove potential hazards.	14/12/2018

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

- obtain more information from parents when children first start in order to plan precisely for children's individual needs from the earliest stage.

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 completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff and children during the inspection.

Inspector
Lesley Bott

Inspection findings

Effectiveness of leadership and management requires improvement

The manager does not provide staff with sufficient supervision or support for their ongoing professional development. As a result, the quality of teaching is not consistently good. Risk assessments are not robust. Staff fail to notice or take action to remove potential hazards, such as ensuring that fire exits are consistently free from obstruction and that a broken glass pane is repaired immediately. Despite this, the manager and staff have a good knowledge of the possible signs and symptoms of abuse. Staff know how and where to report any concerns they may have about a child in their care. The arrangements for safeguarding are effective. The manager is currently working through her action plan to enhance the overall quality of the setting. She is developing the tracking of children's progress, to help in identifying children's next steps in learning.

Quality of teaching, learning and assessment requires improvement

Staff do not obtain as much information from parents as they could to help them get to know what children can already do when they first start. This means that staff do not consistently provide meaningful activities initially for children. However, staff prepare fun activities for children to develop their mathematical understanding of numbers. For example, children enthusiastically jump on water balloons to burst them to find and identify the number hidden inside. Staff follow the children's interests, for instance, as children play confidently alongside others and board the large wooden train outdoors, pretending to travel to places of interest. Children's communication and language skills are well promoted. Staff introduce new words to help increase younger children's vocabulary as they sit on the floor and engage with them.

Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management mean that children's well-being is not always promoted to the highest level. Staff do not consistently gather sufficient information about children's home languages. Children's home language and culture are not embraced and included into the activities on offer. In spite of these weaknesses, children enjoy their time at the setting and develop strong attachments to their key person. Meals and snacks are nutritious and take into consideration children's dietary requirements.

Outcomes for children require improvement

Children are making progress from their starting points. However, they are not prepared well enough for the next stage in their learning or for school, when the time comes. Older children develop their independence and make their own decisions. They constantly move resources between rooms as they initiate their own play. Children develop their early reading skills. They enjoy exploring books and identify their favourite characters when having a story read to them. Children develop their physical skills as they use tools, such as paintbrushes and foam pads, to create pictures using paint. They investigate space and measure while filling different-sized containers with cereals.

Setting details

Unique reference number	208157
Local authority	Telford & Wrekin
Inspection number	10079463
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 6
Total number of places	92
Number of children on roll	40
Name of registered person	Hawkins, Simon Peter
Registered person unique reference number	RP512092
Date of previous inspection	4 November 2017
Telephone number	01952 501149

Abacus Nursery & Out of School Club Dawley registered in 1999. It is one of two settings that are privately owned and operates from Telford. The nursery employs nine members of childcare staff. Of these, five hold a qualification at level 3, and three hold a qualification at level 2. The nursery opens Monday to Friday all year round except for bank holidays and a week at Christmas. Sessions are from 7.30am to 5.45pm. 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.

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