

Abacus Pre-School Nursery Limited



Warwickshire County Council, Dasset C of E Primary School, Memorial Road, Fenny Compton, SOUTHAM, Warwickshire CV47 2XU

Inspection date	6 February 2019
Previous inspection date	10 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

This provision is good

- Managers and staff are clear about their responsibility to safeguard children. A range of policies and procedures are implemented to ensure that children are kept safe.
- Children form strong relationships with staff and enjoy attending the provision. Staff know the children well and ensure that they are well cared for.
- The key-person system is effective. Key persons form good relationships with the parents and share information about their children's care and learning on arrival and departure. Parents speak highly of the nursery and describe the staff as supportive, warm and friendly.
- Staff are skilled in their interactions with children and hold lots of discussions about what they are doing. Children are listened to and they enjoy being with members of staff.
- Children behave and listen very well. There are rules in place that children understand, and they respond well when staff gently remind them of the boundaries.
- The nursery is well resourced and children make choices about what they want to do, both inside and outdoors.
- Children progress well from their starting points and are ready for their next stages in learning.
- Children develop strong independence skills. They take a turn and help to set out and tidy away activities.
- The manager does not always make best use of support, coaching and training opportunities to help staff to further develop their knowledge, skills and experience.
- Not all staff can quickly gain an accurate knowledge of the rate of progress that children are making over time.

What the setting needs to do to improve further

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

- build further on the arrangements for the support, coaching and training of staff members so it is precisely tailored to meet their individual needs and helps them to develop their knowledge, skills and experience
- strengthen the arrangements for sharing information so that all staff can quickly gain accurate knowledge of the rate of progress individual children are making.

Inspection activities

- The inspector observed the quality of teaching practice both indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector spoke with staff and held a meeting with the nursery manager.
- The inspector looked at relevant documentation and checked evidence of the suitability of staff working in the nursery.
- The inspector interacted with children. She spoke to parents and took account of their views.

Inspector

Suzanne Taylor

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a clear understanding of the procedures for reporting concerns about children or adults working with children. The welfare of the children is a high priority. The environment inside and outside the nursery is thoroughly risk assessed, clean and safe for children. All staff are trained in paediatric first aid and have up-to-date safeguarding training. Regular team meetings are held to discuss the progress of the setting, the children and any steps needed to make continuous improvements. Some appropriate, general staff training is sought, such as for language and communication, to further strengthen the knowledge and skills of the workforce, which has a positive impact on outcomes for children.

Quality of teaching, learning and assessment is good

Staff are experienced and very skilled in their interactions and communications with children. The setting is bright, attractively laid out and has a wealth of play resources for children to freely select from. Activities both indoors and outdoors are prepared to challenge and interest children to stimulate learning. Staff make good use of observations to assess what children know and can do. Children are keen to take part in activities that are carefully planned and offer opportunities for them to develop a range of skills and to work towards their next steps in learning. Staff take time with children to discuss what specific animals look like before helping children combine paint colours and to paint animal pictures. Staff skilfully encourage children to develop mathematical skills as they think about whether a number is more or less than another when counting resources.

Personal development, behaviour and welfare are good

Children are enthusiastic on arrival and are clearly happy to attend. Children form warm and secure relationships with their key person and other staff at the setting. This has a positive impact on children's emotional well-being. Children's behaviour is very good. Staff gently remind them to use 'kind hands' and 'quiet voices', and children respond well to this. Children are supported to make choices for themselves. For example, they vote for which familiar story they would like to hear. They listen well and contribute their ideas when staff leave gaps in the story for them to fill. Partnerships with parents are effective. Parents speak very highly of the setting and are happy with the information that is provided to them regularly about their child's development.

Outcomes for children are good

Children develop skills for independence well. They are encouraged to read and find their name label, to change their own clothes and to write their own names on their work. The move to school is managed well. Children spend increasing amounts of time in the Reception class in the adjoining school. Intervention is sought and put in place early for children to quickly develop their skills. Staff take positive action to nurture children who are especially gifted in some areas of learning. Overall, assessment shows that children are progressing well from their starting points and that they are well prepared for their next stage in development and the eventual move on to school.

Setting details

Unique reference number	EY419793
Local authority	Warwickshire
Inspection number	10069049
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	18
Number of children on roll	21
Name of registered person	Abacus Pre-School Nursery Limited
Registered person unique reference number	RP530270
Date of previous inspection	10 April 2014
Telephone number	01295771050

Abacus Pre-School Nursery Limited registered in 2011 and is located in Southam, Warwickshire. The nursery is open five days a week, from 9am to 3pm, during term time. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently five staff working directly with children, all of whom hold an appropriate early years qualification at level 3.

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