

Abacus @ Baileys Court Activity Centre

Baileys Court Activity Centre, Baileys Court Road, BRISTOL BS32 8BH



Inspection date	26 April 2019
Previous inspection date	22 March 2016

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

- Members of the management team have good systems in place to identify children who may be eligible for additional funding. They make effective use of the funding to support individual and groups of children to make progress in their learning and development. For example, they buy resources relating to individual children's interests so that children will benefit.
- Staff work well to create a stimulating learning environment. For instance, they arrange resources so these are fully accessible to children and allow them to follow their interests. They support children to confidently make choices in their play.
- Parents are very complimentary about the setting and comment particularly on how much their children enjoy attending.
- Children show good levels of independence. For example, they put on their own clothes, wash their hands and pour their own drinks. When young children ask staff to put their jackets or wellies on for them, staff encourage them to have a go first.
- Staff are nurturing towards the children and build good relationships with them. Children approach staff to tell them about their achievements and when they require comfort.
- The management team does not consistently monitor staff assessments of what all children can already do.
- Parents are not consistently provided with information that will support them to progress their children's learning at home. For example, information about what parents can do to support individual children's next steps.

What the setting needs to do to improve further

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

- improve the systems for monitoring the assessments made by staff to ensure all observations and assessments reflect what children can already do
- provide parents with more opportunities to be involved with what children are currently learning, by sharing information about how they can support their next steps.

Inspection activities

- The inspector spent time observing children at play in all areas of the nursery.
- The inspector met with the management team and discussed how the nursery is led and managed.
- The inspector carried out a joint observation with the nursery manager.
- The inspector looked at a range of documentation, including policies, records of the progress children have made, the setting's self-evaluation and improvement plan and evidence of suitability of staff working in the nursery.
- The inspector spoke with parents, children and staff.

Inspector
Champa Miah

Inspection findings

Effectiveness of leadership and management is good

Managers regularly observe staff interactions with children in order to assess their performance. They provide staff with valuable feedback to improve their practice. Safeguarding is effective. Staff have a good understanding of child protection issues and the procedures to follow if they have concerns about a child or about another member of staff. The manager has effective systems in place to facilitate staff development in order to improve the level of care and education children receive. For example, staff attended a course to help children who struggle to manage their feelings. They have used the training to support children in the pre-school. The manager swiftly identifies children who may require additional help and takes the necessary steps to plan and provide support.

Quality of teaching, learning and assessment is good

Staff consistently have effective interactions with children and use the opportunities in children's play to progress their learning. For example, a staff member reads the 'Hungry caterpillar' book and encourages children to count the food items in the tuff tray as she is reading out everything that the caterpillar eats. The staff know children very well and use their interests to progress their learning. For example, children who enjoy imaginary play are provided with a variety of role-play items and encouraged to talk about what they are doing. This supports their communication and language development. When children are painting a butterfly, staff skilfully use this opportunity to teach them about symmetry by demonstrating how to achieve it and encouraging them to have a go.

Personal development, behaviour and welfare are good

Children are happy and settled at the pre-school. They arrive excitedly in the morning and are greeted warmly by staff. They behave well and benefit from staff acting as good role models. Children learn about keeping themselves safe. They take responsibility for their health and welfare as staff teach them about road safety and personal care. They learn about healthy eating and are encouraged to give new foods a try to see if they like it. Children show great levels of confidence. For example, when taking part in role-play activities they confidently involve other children and adults in their play. They build good friendships and look forward to sitting next to their special friends at lunchtime.

Outcomes for children are good

All children make progress in their learning. This includes children who have special educational needs and/or disabilities. Children who speak English as an additional language make good progress in their speech and language. Older children develop their literacy skills well. For instance, they stand in front of their friends and read out a story with confidence. They also competently write their names on their work and have skills which will support them in their next stage of learning. For example, they have good levels of concentration when taking part in activities and follow instructions well. Younger children are supported to learn to count. Staff read out the recipe for making play dough and children pour in the required cups of water and dough.

Setting details

Unique reference number	EY491837
Local authority	South Gloucestershire
Inspection number	10076534
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	32
Number of children on roll	65
Name of registered person	Learning Through Play Ltd
Registered person unique reference number	RP907777
Date of previous inspection	22 March 2016
Telephone number	07718974235

Abacus Pre School @ Baileys Court Activity Centre registered in 2015 and is situated in the Bradley Stoke area of Gloucestershire. The pre-school is open from 8.30am to 3.15pm, during term time only. The pre-school employs six members of staff, five of whom hold relevant early years qualifications at level 3 or above. The pre-school provides funded early education for children aged two, three and four years.

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