

Abacus Pre-School

1 Cambridge Road, New Malden, Surrey KT3 3QE



Inspection date	10 May 2019
Previous inspection date	16 March 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This is a provision that requires improvement

- The manager does not ensure all the required suitability checks are completed on newly appointed staff prior to employment. This places children at risk of harm.
- The pre-school's registration system does not include the required detail of children's times of arrival and departure.
- Staff do not provide a rich range of experiences to promote children's early reading skills, such as linking letters to sounds.
- Staff do not always make the most of opportunities to work with parents before children start, to help gather precise information about what children already know and can do.
- The processes for self-evaluation are not rigorous enough to identify weaknesses in the pre-school that need to be addressed quickly.

It has the following strengths

- Children are supported to lead healthy lifestyles. They receive healthy snacks and access the outdoor area daily to enjoy activities such as playing football and catch with the staff.
- The staff effectively converse with children throughout the day. For example, they model good language and use both English and children's home language to communicate and reassure children. This helps to support children to be confident, skilful communicators.
- Partnerships with other early years settings where care is shared are effective. Staff regularly exchange information with them to help support consistency in children's learning.

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
implement robust systems to check that staff are suitable to work with children	31/05/2019
ensure a written record is kept of children's arrival and departure times.	31/05/2019

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

- provide a richer range of experiences to enthuse children's abilities to link letters to sounds, to help raise their literacy skills even further
- improve arrangements for gathering information on what children know and can do when they start the pre-school
- strengthen the self-evaluation processes to help identify weaknesses in the provision and to address these quickly.

Inspection activities

- The inspector observed activities in all parts of the setting, including the outdoor area.
- The inspector spoke to staff and children at appropriate times during the inspection, and held meetings with the manager.
- The inspector looked at children's records, planning documentation and the provision's policies and procedures, including those related to the suitability of staff.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Trisha Edward

Inspection findings

Effectiveness of leadership and management requires improvement

The manager does not implement effective vetting procedures to ensure newly appointed staff complete detailed suitability checks. This puts children's safety at significant risk. In addition, the registration system does not include the required details of the times of children's arrival and departure. However, the impact on children's well-being is minimal as staff maintain basic information about children's attendance. The manager monitors staff practice appropriately. For instance, staff have regular opportunities to receive support through supervision, team meetings and peer-on-peer observations. As a result, teaching and learning across the pre-school are consistent. Safeguarding is effective. Staff are aware of potential safety risks and minimise these appropriately. They have an understanding of safeguarding procedures and know how to identify a child who may be at risk of harm. Staff know the action to take to report such concerns. The self-evaluation procedures include the views of all staff, parents and children. However, these procedures do not focus closely enough on identifying all possible weaknesses in the pre-school.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn and what they need to learn next. They complete precise observations of children's learning and track their progress well. Staff quickly identify gaps in learning and swiftly address them. For example, additional support is gained quickly to help children with special educational needs and/or disabilities. Staff provide a wide range of activities that are of interest to children and promote their learning well. Children are inquisitive as they access play dough. They use different-sized containers to prepare an array of 'cakes'. They enjoy discovering how the play dough reacts in different ways as they use different tools to squeeze and stretch it through.

Personal development, behaviour and welfare require improvement

Due to weaknesses in the pre-school's recruitment and vetting procedures, children's welfare is not fully protected. Staff are warm and caring, and children show that they feel safe. There is a key-person system in place which successfully promotes children's development and well-being. Staff support children to develop appropriate social skills. For example, children enjoy visits in the local area to places such as the library and parks. They behave well and are familiar with routines and what is expected of them. Children learn to share toys and take turns and are developing mutual respect for one another in their play.

Outcomes for children are good

Children gain key skills in readiness for school and their future learning. For example older children confidently identify their names as part of the daily registration system. Younger children delight in singing songs and rhymes during circle times. Children use their emerging mathematical skills to count, identify numbers and use mathematical language in their play. They gain good independence and self-help skills as they open packaging and lunch boxes. This supports and encourages them to do things for themselves.

Setting details

Unique reference number	131802
Local authority	Kingston upon Thames
Inspection number	10063938
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	47
Number of children on roll	53
Name of registered person	Abacus Pre-School Committee
Registered person unique reference number	RP521936
Date of previous inspection	16 March 2016
Telephone number	07934133701

Abacus Pre-School is a registered charity run by a committee. It registered in 1992 and is located in New Malden, Surrey. The pre-school employs seven members of staff. Of these, five hold appropriate early years qualifications ranging from level 2 to level 5. The nursery opens Monday to Friday during school term times. Sessions are from 9.10am until 12.10pm and from 12.10pm until 3pm. The pre-school 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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