

Abacus Children's Nurseries Ltd

Balcarres, Southfleet Avenue, LONGFIELD, Kent DA3 7JG



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| Inspection date | 5 June 2019 |
| Previous inspection date | 25 August 2016 |

| The quality and standards of the early years provision | This inspection: | Inadequate | 4 |
|---|-------------------------|-------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of leadership and management | | Inadequate | 4 |
| Quality of teaching, learning and assessment | | Inadequate | 4 |
| Personal development, behaviour and welfare | | Inadequate | 4 |
| Outcomes for children | | Inadequate | 4 |

Summary of key findings for parents

This provision is inadequate

- Risk assessments are not effective to help children play safely in their surroundings. Staff do not maintain good hygiene arrangements at all times. Leaders do not provide staff with effective supervision and support to develop their quality of teaching, including the use of assessments and planning. As a result, children do not make the progress that they should.
- The provider's capacity to sustain any previous improvements made and develop the quality of the provision is weak.
- Leaders do not ensure the premises are safe and secure. This does not help minimise the risk of unknown adults entering the nursery.
- Leaders do not make sure that they implement an effective safeguarding policy. They do not act and respond to concerns about children's welfare. Leaders do not complete thorough vetting and recruitment procedures.
- The key-person system is not effective. Leaders and staff do not build successful relationships with all parents to support a consistent approach in meeting children's individual needs and abilities.
- Leaders' monitoring processes are weak. They do not identify gaps in development early and provide the appropriate support, alongside other professionals. Leaders and staff do not form effective partnerships with all other settings children attend.
- Leaders do not make parents aware of the procedures to follow if they wish to make a complaint, including how to contact Ofsted.

It has the following strengths

- Staff offer children nutritious meals and snacks to aid their understanding of healthy lifestyles.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

| | Due date |
|---|------------|
| implement an effective risk assessment to help ensure that all areas of the nursery continually remain safe and secure for children's use | 02/07/2019 |
| ensure staff maintain good hygiene routines to help minimise the risk of cross infection, especially when working with babies and young children | 02/07/2019 |
| provide staff with effective supervision and support to improve their teaching practice, including their use of assessments and planning that caters for children's development needs and abilities | 02/07/2019 |
| take prompt action to ensure that no unauthorised persons can enter the nursery | 02/07/2019 |
| implement an effective safeguarding policy, in particular to ensure child protection concerns are acted upon, and maintain accurate records | 02/07/2019 |
| maintain effective vetting and recruitment systems, and specifically make sure checks are comprehensively completed to help ensure that staff are and remain suitable to work with children | 02/07/2019 |
| develop an effective key-person system to help staff form successful relationships with parents, to aid a consistent approach and support children's emotional well-being | 02/07/2019 |
| improve partnership working with other settings children attend to help support continuity of care and learning | 02/07/2019 |
| ensure parents are aware of the complaints policy and the procedures to follow if they should have any concerns. | 02/07/2019 |

To meet the requirements of the early years foundation stage and Childcare

Register the provider must:

| | Due date |
|--|------------|
| make sure the monitoring of children's progress is successful, including specific groups, to help them receive the support they need, alongside other professionals. | 02/07/2019 |

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector conducted joint observations with the manager.
- The inspector held discussions with leaders and staff at appropriate times throughout the inspection.
- The inspector viewed a range of documentation, including evidence of suitability checks and children's records.
- The inspector spoke to parents and children.

Inspector

Sarah Stephens

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. Leaders and staff know the signs that would worry them about a child's welfare. However, they do not follow their processes and take the appropriate action, including keeping accurate records to help keep children safe. Leaders do not know how to help ensure new staff are and remain suitable for their roles and responsibilities. For instance, they do not check the status of the Disclosure and Barring update service. Leaders do not make sure staff receive useful coaching, training and support to improve their quality of interactions and knowledge of assessment and planning. Leaders do not monitor children's progress effectively, including specific groups. This does not enable them to identify any gaps in development early and provide the appropriate support, alongside other professionals. Leaders and staff do not form successful partnerships with all other settings children attend to help provide a consistent approach in meeting children's needs. They do not make sure that parents are aware of the complaints policy and how they can contact Ofsted, if required.

Quality of teaching, learning and assessment is inadequate

Staff do not implement the key-person arrangements effectively. They do not make sure they work closely with parents to help keep them fully informed about their children's progress and next stage in development. Staff do not use the information from their observations and assessments well to plan activities that support children's individual needs and abilities. Staff do not follow children's emerging interests and ideas. For example, children explain that they are filling up their flask and it will be a 'volcano'. However, staff do not challenge their learning further. Staff stand around watching children play in the garden. They do not engage them in purposeful play to help keep their motivation and interest in their learning. Staff do not consistently organise activities that are appropriate for children's age and stage of development. As a result, children lose interest and concentration.

Personal development, behaviour and welfare are inadequate

Leaders do not make all the necessary precautions to stop unauthorised persons entering the premises. For instance, the garden gate is not secure. Leaders and staff do not ensure they identify and minimise hazards in their surroundings. They do not make sure that all cleaning products are out of reach of children, particularly in the pre-school toilets. Leaders and staff do not recognise when radiators are exceptionally hot, specifically in the baby room. They do not ensure the garden is free from bird faeces where young children crawl and play. This does not protect children from harm. Staff do not maintain appropriate hygiene practices. They do not make sure that children wash their hands before eating, in particular babies and young children. Staff do not thoroughly clean highchairs and tables and do not provide the youngest children with bowls or plates. This does not support children's physical health. Staff encourage children to share and take turns, which aids their understanding of behaviour expectations.

Outcomes for children are inadequate

Children do not reach their best possible outcomes and are not prepared well for their

future learning. Babies and young children do not have opportunities to fully develop their early physical skills. For example, they have limited space in the baby room to start to walk because of toys on the floor hindering their movements. New babies do not settle well. Older children are eager to share their experiences and talk about their families at home, which helps their social skills.

Setting details

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| Unique reference number | EY309106 |
| Local authority | Kent |
| Inspection number | 10101764 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Full day care |
| Age range of children | 1 - 4 |
| Total number of places | 33 |
| Number of children on roll | 29 |
| Name of registered person | Abacus Children's Nurseries Ltd |
| Registered person unique reference number | RP905440 |
| Date of previous inspection | 25 August 2016 |
| Telephone number | 01474 702190 |

Abacus Children's Nurseries Limited is located in Longfield, Kent. It registered in 2005 and is one of two settings run by the company. The nursery offers care from Monday to Friday, 7.30am to 6pm, throughout the year. There are nine members of staff, eight of whom hold relevant childcare qualifications to level 6. The nursery receives funding to provide free early education for children aged two, three and four years.

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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