

Inspection of Abc at Atherton's Children Centre

Meadowbank Primary School & Nursery Education Centre, Formby Avenue,
Atherton, MANCHESTER M46 0HX

Inspection date: 3 October 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children benefit from a wide range of exciting play opportunities which help them to make good progress in their learning and development. The nursery is fully inclusive and is particularly effective at supporting children with special educational needs and/or disabilities. Children arrive happy and eager to delve straight into the array of activities on offer. Staff have high expectations of children. They encourage children to develop a 'can-do' attitude and persevere in their chosen tasks. Continuous praise and encouragement help children to have high levels of confidence and self-esteem. Overall, staff give good consideration to promoting children's well-being. However, on occasions, staff do not follow stringent hygiene procedures. Partnerships with parents and carers are actively fostered to ensure children experience good levels of continuity of care. Furthermore, staff gather detailed information about children's previous experiences to help them plan a rich and meaningful curriculum across all areas of learning. Through effective and insightful self-evaluation, the dedicated manager and her staff team have recently revised the way they plan children's activities. However, this is a new system that is not yet fully embedded and not all staff fully understand the changes made.

What does the early years setting do well and what does it need to do better?

- Good relationships are evident between the staff and children. All children are happy, relaxed and settle well into the daily routines. Babies bond well with staff and positively respond to the good levels of care shown to them. However, intermittently, staff working with the youngest children do not follow robust hygiene procedures and cross-contamination occurs. For example, occasionally, children drink from each other's cups and staff do not always wash their hands after wiping children's noses. This impacts on children's overall well-being.
- Children of all ages are wonderfully inquisitive as they develop a sense of the world around them. Babies and toddlers enjoy an abundance of sensory experiences. They explore the texture of sand as they fill containers and enjoy making marks with paint. Older children concentrate intently as they use oranges, water and tea bags in the home corner, developing their imaginative skills as they make 'dinner'. Staff talk to them about what they are doing and skilfully ask questions that encourage children's thinking skills and growing vocabulary.
- Children behave very well. Staff provide clear and consistent reminders that help children to understand right from wrong. Children show kindness for their friends as they play together. They are beginning to share and take turns and listen well to the instructions given by staff.
- Children are becoming increasingly secure in managing everyday tasks for themselves, such as hanging up their coats and pouring their own drinks. Staff nurture children's independence and understand the importance of promoting

opportunities for children to develop self-care skills.

- Partnerships with parents are good, with staff ensuring they keep parents informed about their children's development and achievements. Opportunities for parents to provide detailed information about children's starting points in their learning are good. Parents are also encouraged to add information as children progress and develop. Information is shared with parents on a daily basis. Comments from parents are extremely positive. They state that staff are 'warm and friendly' and that their children thoroughly enjoy attending.
- The dedicated and passionate manager shows a good commitment to the professional development of her team, encouraging training in all areas. Regular staff meetings and individual supervision sessions play an integral part in the development of the setting. This helps to promote children's progression. Staff are given the opportunity to feed back to the team about training they have attended and are encouraged to bring new ideas to influence practice.
- Leaders have an accurate understanding of the strengths and weaknesses of the nursery and are committed to driving further improvement. They stringently monitor children's progress and this helps to ensure that any additional support for children is swiftly secured. Leaders recognise that further work is needed to ensure that staff fully understand the revised planning systems and implement these correctly.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a very clear understanding of their responsibilities in the area of child protection. There are named staff members for safeguarding and detailed procedures are in place. All staff are aware of the procedures to follow should there be any concerns regarding a child's welfare, and information is readily accessible. All members of staff hold current first-aid certificates, so children are well protected in the event of a minor accident. Robust risk assessments help to ensure that children can play in a safe and secure environment. A wide range of policies and procedures are successfully implemented to further support children's welfare.

What does the setting need to do to improve?

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

- further improve hygiene procedures to maximise children's well-being at all times
- embed the recently revised planning systems and ensure that all staff have a sound knowledge and understanding of the new process.

Setting details

Unique reference number	EY367012
Local authority	Wigan
Inspection number	10109761
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	0 to 3
Total number of places	70
Number of children on roll	44
Name of registered person	ABC Pre-School Limited
Registered person unique reference number	RP904175
Telephone number	01942886111/07495 334584
Date of previous inspection	29 November 2012

Information about this early years setting

Abc at Atherton's Children Centre registered in 2008. It is situated within Meadowbank Primary School & Nursery Education Centre in the Atherton area of Greater Manchester. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above., including one with level 5. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-year-olds.

Information about this inspection

Inspector

Karen Cox

Inspection activities

- The inspector and the manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The inspector completed a joint observation with the manager.
- The inspector observed the interactions between staff and the children and considered the impact on children's learning.
- The inspector sampled documentation, including staff's qualifications, children's records and evidence of paediatric first-aid training.
- The inspector spoke to parents and children during the inspection and took account of their views.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019