

Inspection of Abacus Children's Nurseries Ltd

Balcarres, Southfleet Avenue, LONGFIELD, Kent DA3 7JG

Inspection date: 20 November 2019

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and enjoy their time at the nursery, which shows they feel safe and secure. They have opportunities to learn about the world around them, such as changes in the seasons. For example, they gather leaves and bark from the garden with a wheelbarrow to use in their group activities.

Children behave well. Staff give clear explanations and deal with any minimal disruptions sensitively. For instance, they encourage sharing and taking turns. Children quickly resolve their differences and happily share the resources, for example passing a ball to each other. Staff provide them with positive praise and encouragement, to help support their confidence and self-esteem.

Leaders and staff plan an exciting and stimulating curriculum that focuses on children's development, individual needs and parental input. Younger children successfully build their communication and language skills. For example, staff provide songs and books with repetitive phrases and rhymes to help support their growing vocabulary. Older children learn about letters, sounds and recognising their own names, to encourage their literacy development. This helps them build the skills they need for their future learning, including their move to school. However, staff do not always use group activities consistently well to help minimise interruptions and encourage younger children to explore their ideas together.

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

- Leaders have made positive improvements since the previous inspection. They have worked well with other professionals to help evaluate and develop the quality of education. However, leaders and staff do not make the best possible use of their risk assessments. This does not help them ensure that all areas of the nursery remain continually safe, such as the radiators. However, leaders took prompt action when this was identified during the inspection to minimise the hazard and improve the ongoing procedure.
- The manager has effective processes for monitoring children's progress, including specific groups. For example, she has identified that mathematical development, particularly shape, space and measure, was lower than the other areas across the nursery. As a result, leaders and staff have planned relevant activities and resources to support any emerging gaps in children's learning. Staff successfully use the intent of the curriculum as children play. For example, they compare sizes and look at the area inside hoops.
- The manager oversees staff's teaching effectively. For instance, she uses peer observations and conducts regular supervision. Consequently, staff successfully use the assessment process to plan activities that build on what children know and can do, to promote their next stage in development. They use questions to

help children think for themselves and challenge their knowledge further. Children respond well to staff and their friends.

- Staff successfully support children's developing self-care skills and encourage good hygiene routines. For example, they introduce toilet training to younger children and encourage them to wash their hands themselves before eating. Older children use the bathroom independently. This helps to support their physical health and well-being.
- The key-person system is effective. Parents comment that learning and development have really improved since the previous inspection. They have meetings to discuss their children's progress and staff encourage learning at home. For instance, children take books from the nursery to read with their parents, to aid their literacy skills further.
- Leaders have secure vetting and recruitment procedures in place. They access appropriate training to help build on their processes, for example completing safer recruitment training. This helps ensure that staff are suitable to work with children.
- The manager and staff ensure that children's additional needs are supported well. They make sure they seek timely support from relevant professionals, such as speech and language teams. Staff work effectively with other settings children attend to provide continuity of learning. This helps children positively prepare for their future success.
- The provider does not always make sure that staff are confident in the setting's policies. They do not consistently know who is responsible for designated roles and responsibilities, including outside agencies. This does not assist staff to implement the procedures effectively, when required.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know how to maintain accurate safeguarding records to help monitor any concerns. Staff have a secure understanding of the signs that would cause them concern about a child's welfare and understand their responsibility take action, if needed. Leaders know what to do if they had to dismiss a member of staff because they had put a child at risk or harmed a child. Staff understand current legislation and guidance, such as the 'Prevent' duty. This helps protect children from harm.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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implement an effective risk assessment to help ensure all areas of the nursery are regularly checked and safe, particularly the radiators	16/12/2019
ensure staff have a secure understanding of the setting's policies, particularly different roles and responsibilities of designated staff and outside agencies.	16/12/2019

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

- strengthen the organisation of group activities so children have opportunities to fully sustain their attention and develop ideas with their friends.

Setting details

Unique reference number	EY309106
Local authority	Kent
Inspection number	10113560
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 to 4
Total number of places	33
Number of children on roll	26
Name of registered person	Abacus Children's Nurseries Ltd
Registered person unique reference number	RP905440
Telephone number	01474 702190
Date of previous inspection	5 June 2019

Information about this early years setting

Abacus Children's Nurseries Limited registered in 2005. It is located in Longfield, Kent, and is one of two settings run by the company. The nursery offers care Monday to Friday from 7.30am to 6pm, throughout the year. There are eight members of staff, six 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.

Information about this inspection

Inspector

Sarah Stephens

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- A learning walk was conducted with the manager and the inspector.
- The inspector held discussions with leaders and staff at appropriate times throughout the inspection.
- A joint observation was conducted with the manager and the inspector.
- The inspector spoke to parents.

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.

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