

Inspection of Abacus Preschool Lichfield

Abacus Pre-School, Frank Halfpenny Hall, George Lane, Lichfield WS13 6DX

Inspection date: 21 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children have a positive attitude to learning and are eager to explore the interesting range of resources offered. For example, they explore brightly coloured feathers which are displayed in a large tray. They discuss what happens when they blow through straws and watch the feathers move about on the tray. Children explore their creative abilities as they make shapes with dough and play with small-world people. They make up imagined scenarios as they include others in their play. Outdoors they play with pots and pans and explore the sand pit and mud kitchen. They enjoy making shapes with the sand and discovering small dinosaurs which staff have hidden in it.

Staff have high expectations of children. They have a good knowledge of their abilities and are consistent in their support to ensure children learn through play. Staff skilfully promote children's communication and language skills. For example, they enhance children's learning during mathematical activities with well-chosen questions. They encourage children to learn new vocabulary and to solve problems and think of new ideas during activities. Children behave well and are kind and considerate to others. They take on responsibility in the pre-school and help to tidy away toys at the end of each session. Children settle well and show they are happy and feel safe and secure.

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

- Children have frequent opportunities to learn about the wider world. They borrow books from the local library, attend story sessions at the local Church and visit the local Mosque. Outings to the local bakery give children opportunities to understand how food products are made. Children also take pleasure in outings to the local park and walks to nearby woodland.
- The manager and staff team closely monitor and track children's development, to promptly identify potential gaps. Information is shared with other professionals who are involved with the children. This enables staff to successfully access valuable information about children's learning and development. Additional funding is used effectively to provide well-targeted resources and experiences, which some children need to help them achieve and develop so they make good progress.
- Communication between parents and staff is generally good. Parents say their children have made good progress since attending the pre-school and they are invited to stay-and-play sessions with their child. Parents say they have termly meetings, where staff tell them about children's progress and what they need to learn next. However, some parents are not fully aware of how to access their child's assessment information to fully support children's continuity of care.
- Staff use activities, such as daily routines, to help children develop an

understanding of healthy living. For example, they encourage children to make healthy, informed choices about what they eat first from their lunch boxes. Children know that they need to wash their hands before eating to reduce the risk of infection. They enjoy outdoor activities in the fresh air and have regular opportunities to exercise and be active.

- Staff support children's mathematical skills well. They provide children with interactive activities to develop their understanding of how to use numbers. For example, children use weighing scales to weigh stones and bottles of water. They compare quantities and learn how to use mathematical words to describe what they are doing. This helps to deepen their mathematical knowledge and understanding.
- The manager and staff evaluate the provision regularly and make effective plans to improve the children's learning and enjoyment. Staff attend training to extend their professional knowledge and share information with their colleagues to help develop their teaching skills. The manager monitors the quality of teaching so that children make good progress.
- Children make good progress from their starting points in learning. Staff find out about children's prior learning when they first start, to identify what children need to learn next. Staff support children to be independent. For example, they encourage children to put on their own coats before they play outdoors.
- Children enjoy group activities and learn to concentrate and listen while learning together. However, on occasions, staff do not always follow children's spontaneous interests or encourage them to share their own ideas.

Safeguarding

The arrangements for safeguarding are effective.

Staff recognise the signs of abuse and neglect, and know the steps to take if they are concerned about a child. All staff have completed safeguarding training and regularly update their knowledge. They know what action to take if they are concerned about a child in their care. They have a good understanding of the types of abuse and other wider safeguarding issues. The manager uses robust recruitment procedures to help ensure the suitability of staff. Staff conduct risk assessments to minimise any risks to children. Staff are vigilant in keeping children safe from harm and supervise children effectively at all times. Staff model how to use equipment safely and children are learning how to keep themselves safe.

What does the setting need to do to improve?

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

- review the organisation of group activities to extend and challenge children's learning more consistently, build on their spontaneous interests and encourage them to share their own ideas

- embed further the opportunities for parents to access their child's information, to enable them to be even more fully involved in their child's learning.

Setting details

Unique reference number	EY549772
Local authority	Staffordshire
Inspection number	10109085
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	20
Number of children on roll	32
Name of registered person	Abacus Pre-School Lichfield Committee
Registered person unique reference number	RP549771
Telephone number	01543254168
Date of previous inspection	Not applicable

Information about this early years setting

Abacus Preschool Lichfield registered in 2017. The pre-school employs six members of childcare staff. Of these, one holds qualified teacher status, one holds an appropriate early years qualification at level 6 and three are qualified at level 3. It opens from Monday to Friday during term time only. Sessions are from 9.15am until 2.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Susan Rogers

Inspection activities

- The inspector conducted a learning walk with the manager through all areas of the pre-school and discussed how the curriculum is organised.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The manager and the inspector completed a joint observation of children's activities. The inspector also held a leadership meeting with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector spoke with staff and children during the inspection.

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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