

Inspection of ABC Childcare Services Cheshire Ltd

Audlem St James' CofE Primary School, Heathfield Road, Audlem, Crewe, Cheshire
CW3 0HH

Inspection date: 27 January 2020

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

What is it like to attend this early years setting?

The provision is outstanding

Expert leadership helps everyone at the setting to establish and sustain excellent provision for every child. Leaders and managers challenge and inspire each other and the team. Their clear vision helps them to translate their deep understanding of how children learn into exemplary practice. This is demonstrated when practitioners explain the curriculum. They ably communicate the very high expectations that they have of themselves and the children.

Children of all ages demonstrate that they feel welcomed. This promotes their readiness to learn and they make excellent progress. Children's sense of security is enhanced by close and effective partnerships between practitioners and parents. For example, managers post videos of practitioners reading bedtime stories for children to watch online at home. Parents make books about their children's family and home for the setting's library. Children, therefore, make meaningful links between people, places and experiences in their lives. Furthermore, children's interest in books is stimulated in innovative ways.

A remarkable attention to detail means that rules and daily routines are highly consistent. This makes them really effective because children know what will happen next. They know what to do and remember how they are expected to behave. Practitioners are motivational role models. For instance, they convey enthusiasm for tidying up properly. Children copy them and join in eagerly and helpfully.

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

- The experienced and well-qualified leaders continuously review and analyse practice. They plan improvements that they embed and sustain extremely effectively. For example, managers wanted to help practitioners to devise group-time activities that intrigue and surprise children. They established a structure for group times that features an engaging puppet character who appears out of his box every day. The puppet imparts new words and knowledge or has an activity for children to try. For example, he sometimes has a piece of music for everyone to dance to. At other times, the puppet wears a costume linked to what the 'book of the week' is about. Managers work with practitioners to evaluate the approach. This creates a sense of shared ownership that empowers practitioners to be creative and adventurous in their practice.
- Practitioners benefit from practical and effective supervision. Managers work alongside them and offer expert coaching. This is demonstrated well when new routines are introduced. Managers guide the process until everyone understands the purpose and achieve consistency in their teaching. For example, they wanted children to manage their personal needs even more independently. They

introduced a 'snuffle station' that is unfailingly equipped with tissues, hand gel and a bin. Practitioners model and teach good habits. Their meticulous approach helps children to acquire habits that promote everyone's good health. Children remind practitioners and each other to use the snuffle station.

- Children become active members of the local community. For example, they walk to a nearby care home to visit the residents. This helps children to develop confidence in forming new friendships. Children extend their conversation skills. They learn to adapt their behaviour to a new set of expectations. Managers make highly effective use of resources from across the diverse group of settings. For example, practitioners from other settings provide first-hand knowledge of different festivals and beliefs.
- Practitioners focus successfully on deepening children's thinking. For example, children listen attentively to the story of how the rat became the first animal in the Chinese zodiac. Practitioners help children to consider whether the rat was clever or a cheat. Children are not pushed or rushed to a clear-cut judgement about the rat's behaviour. Practitioners sensitively help children to make links between the story and children's own conduct towards other people.
- Practitioners promote children's early literacy exceptionally well. Children encounter written words and well-chosen books in every corner of the inviting outdoor and indoor provision. Practitioners show children how to find out information in reference books. They speak clearly and help children to discriminate the beginning, middle and end sounds in words. For example, they teach children to say 'yes' not 'yeah' at register time. Children learn that words are grouped into sentences. They begin to read familiar words and sentences during meaningful daily routines. Practitioners communicate excitement about new and interesting words. For example, children and practitioners have great fun making their faces look 'suspicious'.
- The partnership with the school is excellent. Parents praise the work and commitment of both settings in helping children to progress smoothly into the school Reception class. Although the daily transfer of older children between school and the out-of-school club appears effortless, it is the outcome of excellent joint working and professional relationships.

Safeguarding

The arrangements for safeguarding are effective.

Practitioners demonstrate a vigilant approach to promoting children's welfare. They have an excellent knowledge and understanding of safeguarding legislation and local child protection procedures. Managers make sure that parents know how their personal information is stored. They clearly explain why information may be shared with other agencies. Managers carefully ensure that risks to children are identified and minimised. For example, children learn and practise road safety when they walk to the care home. Practitioners work with parents to teach children to stay safe online. Children begin to understand the risks and benefits of the internet.

Setting details

Unique reference number	EY465820
Local authority	Cheshire East
Inspection number	10075514
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	2 to 11
Total number of places	24
Number of children on roll	55
Name of registered person	ABC Childcare Services Cheshire Ltd
Registered person unique reference number	RP532150
Telephone number	01270 669050
Date of previous inspection	26 April 2016

Information about this early years setting

ABC Childcare Services Cheshire Ltd registered in 2013. The setting employs five members of childcare staff. Of these, three hold qualifications at level 3 and two hold qualified teacher status. The pre-school opens from 7.45am until 6pm Monday to Friday, all year round. The out-of-school club opens from 7.45am until 9am and 3pm until 6pm during school terms. The holiday club opens from 7.45am until 6pm during school holidays. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan King

Inspection activities

- The inspector and the operational director conducted a learning walk of the provision. The operational director explained to the inspector how the environment helps the team to promote and structure children's learning.
- A joint observation of teaching was carried out by the inspector and the operational director.
- The inspector observed and spoke with children. For example, pre-school children told the inspector that they were lining up to go to school assembly.
- A meeting took place between the inspector, the operational director and the setting manager. Documents used in the provision were sampled to complement discussions. This included checking the suitability of all persons working at the provision.
- The inspector spoke with eight parents and read written feedback from others. She took account of parents' 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.

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