

Inspection of ABC Day Nursery Ltd Hadley

ABC Day Nursery Ltd Hadley, Crescent Road, Telford, Shrops TF1 5NU

Inspection date: 18 February 2020

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Staff provide children with highly exciting learning that is exceptionally well planned for and builds on what children already know and can do. They provide a magical hive of activity where children eagerly explore throughout the day. Babies concentrate as they pour the orange-scented water from one container to another. They examine, smell and taste the real vegetables in the home corner. During activities, staff confidently model language. They talk to children about what they are doing, helping them to fully understand language. Toddlers investigate and manipulate the coriander dough. This helps to build up strength in the tiny muscles in their hands, making them ready for pencil control later on. Under close supervision, toddlers take it in turns to climb up onto the wooden den and jump onto the bean bag. Pre-school children persevere as they explore how to open the tins of food and then scoop out the contents into bowls. They chat together, and make their own concoctions as they mix the different ingredients together. Staff successfully develop children's knowledge of concepts such as big and small, fast and slow, full and empty. Pre-school staff manage circle time well to provide children with regular opportunities to listen intently, think deeply and escalate their knowledge to the highest possible level. Children learn about the days of the week and the months of the year, and begin to recognise numbers, letters and words.

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

- The director is a representative of a range of local and national early years organisations. This helps to keep her astounding professional knowledge up to date and to be aware of any new guidelines and developments. This, along with regularly seeking the views of staff, parents, children and the on-site school, helps to successfully maintain high-quality care and education for all children.
- Staff have attended training on the importance of an inspiring continuous provision. Consequently, the curriculum offers an extensive range of awe-inspiring learning opportunities that keep children highly engaged and motivated to learn. There is a strong focus on providing children with exploratory experiences.
- Staff plan incredibly engaging and fun activities that help children to identify and fully understand their emotions. Children sit in a circle and take turns to enthusiastically sing and act out a song with a range of emotions. Staff read specific stories to children in which characters feel and express basic emotions.
- The highly skilled special educational needs coordinator uses her superb expertise and enthusiasm to support children exceptionally well. She regularly liaises with external agencies to successfully coordinate targeted support and resources for children with special educational needs and/or disabilities. This means that staff are supported remarkably well to help these children achieve the best possible outcomes.

- Staff promote children's understanding of the natural world extremely well. Pre-school children regularly experience highly exciting, hands-on learning in a woodland environment. They make dens, use the rope swing, climb on large logs, observe bugs and use a range of real tools with wood. Children have superb opportunities to experience challenge and manage risks for themselves.
- Members of the management team meticulously analyse the progress of individuals and groups of children across all areas of their learning. They successfully identify any gaps in children's learning and swiftly put plans in place to address these.
- There are a range of highly effective methods in place that keep parents exceptionally well informed about their child's progress, so that they can support and extend their child's learning at home.
- The management team holds regular supervisory meetings with each member of staff to discuss their well-being, their teaching practice and any concerns they may have. This ensures that staff receive focused and highly effective professional development. As a result, teaching is very successful.
- Children form secure emotional attachments with staff through a highly effective key-person system and settling-in procedure. Staff use extremely successful strategies, including high-quality positive role modelling, to promote children's excellent behaviour. Children are extremely confident, behave remarkably well and show a high regard for one another. The on-site school provides an extremely nutritious and well-balanced cooked meal for children at lunchtime.
- Children develop an excellent understanding of the similarities and differences between themselves and others in the local area and the wider world. For example, they sing to elderly people who enjoy a Christmas meal in the on-site school hall. Children attend the local church Remembrance Day ceremony and take their home-made poppies with them.

Safeguarding

The arrangements for safeguarding are effective.

All staff have an extremely good knowledge of the signs that may indicate that a child is at risk of abuse or neglect. They are intensely aware of the correct procedures to follow if they have any concerns about a child's welfare. The designated safeguarding lead makes timely referrals to outside agencies when needed and keeps clear records of all contact between them. Staff meticulously check all indoor and outdoor areas to identify and minimise any possible risks to children. This, and risk assessing all outings off the premises, helps to keep children exceptionally safe and well.

Setting details

Unique reference number	EY388078
Local authority	Telford & Wrekin
Inspection number	10116307
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 4
Total number of places	72
Number of children on roll	85
Name of registered person	ABC Day Nursery Limited
Registered person unique reference number	RP903506
Telephone number	01952 387190
Date of previous inspection	1 June 2015

Information about this early years setting

ABC Day Nursery Ltd Hadley registered in 2009 and is one of three nurseries owned by ABC Day Nursery Ltd. It is situated in Hadley, Telford. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and one holds level 2. The organisation's area manager, who oversees all the nurseries, holds level 5. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Linda Yates

Inspection activities

- The inspector, manager and lead practitioner completed a 'learning walk' across all the areas of the nursery to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the lead practitioner.
- The inspector held discussions with staff and evaluated how well they assess children's progress and plan for the next steps in their learning.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents and children spoken to on the day.

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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