

# Inspection of Abacus Pre-School

1 Cambridge Road, New Malden, Surrey KT3 3QE

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Inspection date: 20 May 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and engaged in learning. Relationships between staff and children are strong and children settle in quickly and grow in confidence. The key-person system is well implemented throughout the pre-school. For instance, children spend a significant amount of time with their key person, who supports their learning and emotional well-being and has regular communication with parents. Children learn how to keep safe during play. The management team ensures staff meet the needs of individual children well and they are proactive in identifying if children need a specific level of support. Children with special educational needs and/or disabilities and those disadvantaged receive a high level of support from dedicated and caring staff. Pre-school remained open during the COVID-19 (coronavirus) pandemic. The management team ensures the curriculum is well planned and implemented to benefit all children. For example, they recognised that during the pandemic some children had fewer opportunities to be active. Therefore, they designed the curriculum to focus on developing children's physical skills. Children who speak English as an additional language have a wealth of opportunities to hear and use their home language in their play. For example, children benefit from meaningful conversations with staff who speak their home language. Children learn to value and respect each other's differences and behave well.

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

- The management team regularly reflects on their practice and makes improvements to benefit children. They provide support and coaching for less experienced staff, to build on their skills and enhance learning experiences for children. Staff have high expectations of all children and adjust their teaching to meet the needs of all children. As a result, all children, including those with special educational needs and/or disabilities and those who speak English as additional language, make good progress from their starting points.
- Staff focus on children's communication and language development effectively. They skilfully adjust their communication style according to children's needs, including through simple instructions or expert questioning. Children learn skills to prepare them for their next stage in learning and the move to school.
- Children enjoy participating in storytelling. They are confident, willingly engage with visitors and share their imaginative ideas. For example, older children state they have turned into dinosaurs and explain to visitors not to worry as they are vegetarians. Children learn to recognise their own names and staff encourage them to sound letters out as they play. They enjoy making marks and develop a love for practising their early writing skills. Children also benefit from learning nursery rhymes in their friends' home language.
- Staff work well with other professionals to provide appropriate support and

continuity in learning for children with special educational needs and/or disabilities. They use additional funding successfully to support individual children's developmental needs. However, they are not as successful in developing working partnership with other settings that children attend. This means that children who attend other settings lack consistency in their learning.

- Staff encourage children to share their growing knowledge about the life cycle of living beings and extend activities to challenge children in their learning. For example, after learning about how caterpillars turn into butterflies, they encourage children to explore similarities and differences between minibeasts. Children confidently count the legs of spiders, bugs and caterpillars. They use a range of good quality toys and equipment such as tweezers to support their small motor movements.
- Staff develop an effective partnership with parents. They gather information about children's abilities when they first start and regularly review children's progress and next steps, to benefit children's learning.
- Staff are positive role models and clearly communicate to children what is expected of them. Children learn to negotiate and share with one another. They learn to be independent, including when trying to put their coats on when going outside.
- Staff encourage good hygiene procedures to help tackle the spread of infections. As a result, children learn why it is important to wash their hands regularly. Children have regular access to learn in the fresh air to support their health and well-being. Staff inspire children to keep active. Children enjoy riding on balance bikes and use a range of apparatus to support their physical skills. However, on occasions, staff do not build on children's growing understanding of healthy eating choices.

## **Safeguarding**

The arrangements for safeguarding are effective.

The management team and staff have a secure understanding of how to keep children safe. They know the procedures to follow should they have concerns about children or a member of staff. Staff are vigilant and carry out ongoing risk assessments to ensure risks to children are minimised and children's safety fully promoted. The management team follows robust procedures for safe recruitment, induction and supervision to ensure staff are suitable to work with children. They monitor children's attendance consistently well. The management team worked hard throughout the pandemic to ensure all children and families remained safe.

## **What does the setting need to do to improve?**

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

- develop partnerships with other settings that children attend to promote

continuity in children's learning and development

- build on learning opportunities as they arise to extend children's understanding of making healthy choices.

## Setting details

<b>Unique reference number</b>	131802
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	10108211
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 5
<b>Total number of places</b>	52
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Abacus Pre-School Committee
<b>Registered person unique reference number</b>	RP521936
<b>Telephone number</b>	07934133701
<b>Date of previous inspection</b>	10 May 2019

## Information about this early years setting

Abacus Pre-School is a registered charity run by a committee. It registered in 1992 and is located in New Malden, Surrey. The pre-school employs eight members of staff. All staff hold appropriate early years qualifications ranging from level 2 to level 6. The pre-school opens Monday to Friday during school term times. Sessions are from 9am until 12.10pm and from 12.10pm until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Katarina Hustava

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager led the inspector on a learning walk and told her about what they want children to learn at the pre-school.
- The inspector held discussions with parents and children about their experiences in the pre-school.
- The manager and the inspector carried out joined observation and discussed the impact of teaching on children's learning.
- The inspector sampled records, such as registers, and documents relating to the suitability of those working with children, including qualifications and first aid.
- The inspector held discussions with the management team and staff throughout 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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