

# Inspection of Abacus Children's Nurseries Ltd

Balcarres, Southfleet Avenue, LONGFIELD, Kent DA3 7JG

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Inspection date:

22 October 2021

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Requires improvement

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

### **The provision requires improvement**

All children are independent, confident and happy to come into the safe and friendly nursery. They are excited to engage in the learning opportunities staff carefully plan for them. For instance, babies enjoy making marks with animals in luminous flour. Older children build an obstacle course using planks of wood and tunnels. Children develop their social skills and happily play together. They share and take turns with resources and help each other complete tasks. For example, when a child tries to find an object, another child tells them 'do not worry I will help you find it'. Overall, children behave well. For instance, they say 'please' and 'thank you'. However, children do not understand what is expected of them. For example, they handle insects in the garden without care and they are allowed to do so on a number of occasions.

Children have a wide range of opportunities to develop their physical skills. For instance, they balance on small stepping stones and use climbing equipment with confidence. All children are creative. They explore patterns in a variety of ways. Babies use their hands and feet to make patterns in paint. Older children mix colours and make patterns using items such as a salad spinner. Children learn about the similarities and differences of each other and the wider community. For example, they learn about festivals from around the world, such as Diwali.

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

- Staff know individual children well. This includes what they like and dislike. This helps staff to plan activities that they know will motivate children to learn. Staff establish secure and trusting relationships with children, helping them to have positive levels of well-being. For example, all children enjoy the company of staff.
- Staff do not provide children with clear information and explanations to build on their knowledge and learning. For instance, children who take a bite out of an apple in the garden are simply told 'no' before watching staff throw all other apples over the back fence. There is no explanation as to why this is happening. Younger children who throw food at snack time are not taught that this is not what they should do with their food. Children do not learn enough from their actions and experiences to develop their knowledge and understanding further. Staff do not hold good enough discussions with them about what they are doing and why they are being asked to stop some behaviours.
- Overall, all children are engaged and interested in their learning opportunities. However, at times, staff do not deploy themselves well enough to benefit all children from adult interaction. On occasion, they are not always aware of when it would be appropriate to move away from other staff to support other children who are learning in different areas of the nursery or garden.

- The manager and staff hold discussions at the end of each day about what went well and what could have been done better. They use their findings to support their future activity plans. This helps them to keep children interested in their learning. The manager mentors staff to ensure that they feel confident in their role. Staff complete regular training. They have recently learned about the different ways to support children to develop their listening and speaking skills. For example, they ask children thought-provoking questions and give them time to think and then respond. This helps staff to support children to develop their communication skills.
- All staff have worked hard to ensure that the setting is hygienic and safe, and, overall, have succeeded in doing this. However, they do not ensure that all children consistently understand and follow hygiene rules, such as wiping their nose.
- Parents speak fondly of staff. All staff establish partnerships with parents. They keep them involved and informed in their children's achievements. They provide information to parents about their child's development and share photographs of what they have enjoyed doing at nursery. Staff share useful help and advice with parents, such as tips for toilet training.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have completed safeguarding training and keep their knowledge up to date. They know who to contact to seek advice and how to follow up any potential concerns. Staff complete risk assessments to help keep children safe, including how to minimise the risk of COVID-19. Staff ensure that all equipment is safe. This includes ensuring that radiators are covered and are not hot to touch. All staff know the procedure for parents collecting a child. They do not let unfamiliar adults collect children without providing a password given by the parent. Staff always meet the required ratio to ensure that they can keep children adequately safe.

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

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

- ensure staff provide clear information and have discussions with children to help them understand why some behaviours are not appropriate and why they are being asked to stop doing something
- provide support for staff to ensure that they are deploying themselves where they will benefit children the most
- support staff to fully understand the importance of ensuring that all children consistently follow good hygiene routines.

## Setting details

<b>Unique reference number</b>	EY309106
<b>Local authority</b>	Kent
<b>Inspection number</b>	10132384
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Abacus Children's Nurseries Ltd
<b>Registered person unique reference number</b>	RP905440
<b>Telephone number</b>	01474 702190
<b>Date of previous inspection</b>	20 November 2019

## Information about this early years setting

Abacus Children's Nurseries Ltd registered in 2005. It is located in Longfield, Kent. The setting is open Monday to Friday from 7.30am until 6pm, all year around. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs six members of staff, four of whom hold a relevant early years qualification at level 3.

## Information about this inspection

### Inspector

Kelly Hawkins

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with all staff and has taken this into account in their evaluation of the setting.
- The inspector carried out a learning walk with the manager. The inspector assessed the impact of the learning opportunities staff provide children, including the quality of their interactions.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff at convenient times and considered their views.
- The manager and inspector carried out a joint observation on a small-group activity.

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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