

# Inspection of Abacus Nursery

Pinderfields Hospital, Aberford Road, WAKEFIELD, West Yorkshire WF1 4DG

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Inspection date: 29 October 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children delight in being in this welcoming, safe and exceptionally well-resourced environment. Parents comment that their children do not turn around and wave, as they so eager to meet their friends and for their learning to begin. Staff use information from parents to plan challenging activities for children's learning from the start. Children are busy and full of excitement at the freedom they have to develop their curiosity. Babies confidently crawl around their environment, exploring the variety of resources on offer. They watch other babies with interest, inquisitive to see what they are doing. Older children relish the openness in the outdoor forest environment. They hide behind trees and bushes, giggling and shouting 'boo' as other children hurry past.

Older children develop their understanding of the natural world. They pretend to be bird watchers. Children bend down to look through the gaps in the wooden wall of the nature hide. They discuss, as a group, the birds that they can see. Children talk about the food the birds might be looking for, and wonder if the birds have found any insects. Children have high levels of respect for their environment. Younger children concentrate intently as they sweep leaves from their outdoor equipment. They want to ride bikes and very carefully use brushes to remove leaves before using the bikes. Older children pick up armfuls of leaves and put them into containers. Children work together to carry the containers to the forest area. They talk about having 'big muscles' as they lift the containers up, manoeuvring them into place to be emptied. Their faces glow with joy and happiness at these achievements.

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

- All children have exceptional problem-solving skills, perseverance and a can-do attitude to their learning. For example, babies who have recently become mobile, try to climb up a ramp. They work out that they need to hold on with their hands before moving their legs. Babies continue to practise these movements, beaming with delight each time they move higher up the slope. Older children want to pick up wet spaghetti. They concentrate intently as they work out for themselves how to hold the tweezers to achieve this. This helps children to develop a sense of emotional well-being.
- Staff effectively support children's developing physical skills. For example, they encourage young children to walk across wooden blocks and crates. Staff tell children, 'Well done, you know to put your arms out for balance.' Children relish the praise given by staff for their achievements.
- The manager and staff structure the curriculum to support and build on what children know and can already do. Staff make ongoing assessments of children's achievements. Consequently, they know children well and understand their

developmental needs and interests.

- Children behave well and are taught the importance of being respectful to others. Older children automatically say 'please' and 'thank you'. They welcome children into their ongoing play, happy to share resources. This develops children's self-esteem as they understand that they are valued and their contributions are essential.
- Staff place an emphasis on supporting children with special educational needs and/or disabilities. They work in close partnerships with a wide range of other professionals to put plans in place to support children to reach their full potential.
- Staff are proud to be a part of this nursery. They work well as a team and share aspirations for children. This is reflected in the range of high-quality opportunities that staff offer to children, and the progress children make in their development.
- Parents are very complimentary about the nursery. They praise the support given by managers and staff throughout the time their children could not attend due to national restrictions. In particular, parents talk of the value to their children and themselves of having online communication links.
- At times, staff do not plan some group activities as effectively as possible. As a result, some children lose interest. Staff do not always try and re-engage children in order to further develop their concentration skills.
- Staff do not consistently maximise the opportunities to develop children's mathematical understanding of numbers and counting.
- Staff teach children good hygiene practices. For example, they talk to babies about having their hands washed. Older children show high levels of independence with their self-care skills. They know to wash their hands before eating and after using the toilet. Children talk confidently about 'washing the germs away'.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a secure understanding of their responsibilities to protect children. They know the procedures to follow if they have concerns about children's welfare, including protecting children from extremist views. The manager and staff ensure that the premises are secure at all times and any potential hazards to children's safety are identified and minimised. They use robust policies and regular training to strengthen all aspects of safeguarding practice.

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

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

- review staff's practice to ensure that all children are fully engaged in activities to

further develop children's concentration skills

- support staff to develop consistency in supporting children's mathematical development, particularly children's understanding of numbers and counting.

## Setting details

<b>Unique reference number</b>	EY337634
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	10073715
<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>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	166
<b>Number of children on roll</b>	134
<b>Name of registered person</b>	The Mid Yorkshire Hospitals NHS Trust
<b>Registered person unique reference number</b>	RP525076
<b>Telephone number</b>	01924 543039
<b>Date of previous inspection</b>	25 April 2016

## Information about this early years setting

Abacus Nursery registered in 2006. The nursery employs 50 members of childcare staff. Of these, one holds early years professional status, one holds qualified teacher status, five hold qualifications at level 6, three hold qualifications at level 5, six hold qualifications at level 4, 29 hold qualifications at level 3, one holds a qualification at level two and four are unqualified. The nursery opens Monday to Friday, all year round. Sessions are from 6.45am until 6pm. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Denise Charge

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 and the inspector completed a learning walk together. They observed activities in the indoor and outdoor learning environments used by children.
- The inspector observed a focused activity and evaluated this with the manager.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection. Children's records were looked at by the inspector, along with a range of other documentation, including policies and procedures.
- Evidence of staff's qualifications and the suitability of all those working in the setting were checked by the inspector.
- The inspector spoke to parents and took account of what was said, and also of the written comments provided by parents.

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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