

# Inspection of Arc All Aboard Nursery

Arc All Aboard Nursery, Unit 16, Headlands Trading Estate, Swindon, Wiltshire SN2 7JQ

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Inspection date: 17 May 2022

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

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

### **The provision is outstanding**

Children that attend this nursery have heightened sensory needs. Staff provide them with an exceptional environment that is tailored for their specific learning needs. They recognise the importance of children's need for sensory exploration. Staff ensure they meet these needs alongside providing opportunities for a wide range of learning experiences. For example, children enjoy exploring the yoghurt paint and they use various resources to make marks on the easel. Highly motivated staff support children to engage by role modelling and commenting on their play.

Children arrive at nursery and are immediately greeted by extremely welcoming and nurturing staff. To ensure children arrive happily and confidently they are provided with their favourite activities so they settle quickly. Key persons give parents invaluable time to talk at the beginning and end of their child's session. They sensitively listen and provide advice where required.

Inspirational leaders and staff have high expectations for every child. They provide a learning environment which promotes communication at every opportunity. Children are encouraged to communicate their needs using any form of interaction. For example, they use picture cards, signs, single words or gestures. Highly-skilled staff are extremely sensitive and quick to respond to the most subtle interactions and indications of needs, valuing the child's voice.

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

- The passionate management team is highly motivated and plans meticulously to ensure children have access to the highest quality teaching. Staff attend regular training and have recently updated their skills to understand and improve how they meet children's sensory needs. Staff provide children with continuous opportunities for sensory exploration. This helps children become calmer and more engaged with learning.
- Children have a positive continuity of care. The special educational needs coordinator has excellent relationships with other nurseries, the local authority and professionals. Regular meetings are arranged with parents and professionals to discuss children's learning and development and next steps and celebrate their achievements, no matter how small. Children and families are extremely well supported and children make excellent progress from their starting points.
- Staff skilfully support children's early engagement with stories and rhyme. At circle times, children choose an object from the song box, staff enthusiastically sing songs that relate to the object. Children smile and attempt to copy the actions. Staff use their highly animated style of teaching to capture children's attention when they read to them. They involve children by giving them props and asking them how they feel. They do this in such a way that is appropriate to

the children's stage of development. As a result, children engage, respond well and begin to have early recognition of emotions.

- There is an outstanding partnership with parents. Parents describe the nursery as 'amazing' and that they have never felt as confident leaving their child anywhere else. Parents receive support in every aspect of their child's care. The staff help them complete paperwork for additional funding and provide support for the whole family unit. Parents recently were invited to a 'healthy living' course, which the staff provided. They speak highly of this training and how it has reassured them that they are not alone and support is available. They are eager for another session.
- Behaviour management is exceptional and individualised for every child. Staff use their extensive knowledge of each child and adapt their practice to address children's behaviour. They use techniques of distraction, sign language and single words to quickly diffuse unwanted behaviour before it arises.
- Children begin to show early awareness of their friends. For example, children at the water tray play alongside each other using jugs to tip and pour, a child reaches out and places his hand onto another child's jug and briefly looks at the child. Showing increasing awareness of those around them. Staff use words of praise and encouragement to acknowledge the children's engagement.
- Children are very well cared for and are given opportunities to be independent in their daily routine. For example, children self-register by placing their photograph on the board at morning circle time. They also wash their hands before snack and are given choices in their play. Children become increasingly independent for their move to school.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff members have an excellent knowledge of safeguarding and how to keep children safe. They are aware of the signs and symptoms that may indicate that a child is at risk and understand the procedures to follow should they have to report a concern. The management team has a rigorous recruitment process that helps to ensure all staff are suitable to work with the children. Ongoing suitability is monitored through regular supervision meetings. Risk assessments and behaviour management plans are in place and are implemented throughout the sessions to ensure the safety of all children.

## Setting details

<b>Unique reference number</b>	2502792
<b>Local authority</b>	Swindon
<b>Inspection number</b>	10203968
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	3 to 4
<b>Total number of places</b>	12
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Brunel Sen Multi Academy Trust
<b>Registered person unique reference number</b>	2502791
<b>Telephone number</b>	01793 387807
<b>Date of previous inspection</b>	16 July 2021

## Information about this early years setting

Arc All Abroad Nursery is situated in Swindon, Wiltshire. It is owned by Brunel SEN Multi Academy Trust. It operates Monday to Friday, 8.45am to 3.30pm, term time only. The nursery provides specialist day care provision for children with social, communication and interaction difficulties and/or a diagnosis of autism spectrum disorder. The nursery employs 14 members of childcare staff, including the manager. Staff hold relevant early years qualifications from level 6 to level 2. The nursery provides funded early education for children aged three and four years.

## Information about this inspection

### Inspector

Sarah-Louise Clements

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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