

Inspection of Abacus Day Nursery

1-3 Station Road, Hebburn, Tyne and Wear NE31 1NX

Inspection date: 9 June 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children thrive in this caring nursery. Staff are dedicated to giving children the best possible start in life. Children come in happily and greet their friends with enthusiasm. Babies are confident and at ease in the nursery. They benefit from the caring, warm and nurturing approach of staff. Older children are incredibly excited to see the giant snails back in their room. They eagerly prepare food for them. Staff use this opportunity to reinforce safety. For example, before children chop up the food, staff explain how they must hold the knife to keep themselves safe.

Parents appreciate the support that staff gave them during the COVID-19 pandemic, particularly the ideas to develop their children's learning at home. Parents of children with special educational needs and/or disabilities (SEND) speak very highly of the support that staff have given them. Staff have high expectations of children's learning and behaviour. For example, as children help themselves to food or drink, staff remind them to say please and thank you. Children's behaviour is managed well. Staff take time to explain their expectations to children. Staff working with younger children take time to help children to understand the need for taking turns.

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

- Staff know children well, including what they are interested in and what they want children to learn. They use this knowledge to organise the learning environment and prepare activities. Children thoroughly enjoy exploring the farm animals. Staff use this interest effectively to develop children's learning. For example, two-year-old children learn about the different sounds that animals make.
- Staff think carefully about the order in which children develop new skills. For instance, at mealtimes, toddlers progress from using a spoon to beginning to use a fork. Children in the 'Tots' room begin to develop skills, such as pouring. Their independence is encouraged further as children progress into the next room and serve themselves.
- There is a strong focus on supporting children's emotional well-being. Staff use stories effectively to help children to talk about their feelings and emotions. For example, children use colours to talk about how they feel.
- Staff working with older children develop children's communication well. They model language effectively and use single words to develop children's vocabulary. However, staff working with babies and toddlers do not always adapt their language effectively when talking to children. Sometimes they use longer sentences, particularly when they are giving children instructions or talking to children. When this happens, children do not understand and are unable to follow the instructions. This impacts on the rate that younger children

develop their communication skills.

- Children enjoy a range of healthy meals and snacks. They learn how they can keep themselves healthy. Children learn the importance of washing their hands after touching animals, or preparing food or eating. Older children talk about foods that are good for them. They learn how they can look after their teeth. Staff use strategies, such as toothbrushing, to support children's learning further.
- The support for children with SEND is a strength of the nursery. Staff swiftly identify children who need additional support and work effectively with other professionals. They have very good knowledge of strategies to support children. These strategies are extremely well thought out and tailored to children's needs and preferences. Staff work closely with parents and other professionals to ensure that these strategies are consistently used to support children's progress. This contributes to the excellent progress children make.
- Although there are arrangements in place to support staff's professional development, this is not sufficiently focused. Managers do not always monitor the impact of this on staff practice. For example, they are yet to monitor the training that staff have accessed online. Therefore, they have not identified that some staff have not accessed training.
- Children in receipt of funding make very good progress. Funding is used effectively. For example, staff use the funding to buy resources linked to children's interests and motivations. This extends children's engagement and supports their progress effectively.
- Staff have a very good relationship with parents. Parents feel that the communication with the nursery is very good. They know what their children are doing in nursery. Parents value the ideas that staff give them to extend their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of safeguarding procedures, and how to identify, record and respond to potential harm or abuse. They have attended a wide range of safeguarding training to strengthen their knowledge further. The management team has recently reviewed and strengthened their safeguarding procedures. Staff work with a range of professionals to help ensure children's ongoing safety. There are good procedures in nursery to help keep children safe. For example, gates and doors are locked and security controlled. This prevents unknown people entering the premises.

What does the setting need to do to improve?

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

- strengthen communication with younger children to support their language development even further
- focus professional development more effectively and monitor the effectiveness of training to raise the quality of education to a higher level.

Setting details

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| Unique reference number | EY490667 |
| Local authority | South Tyneside |
| Inspection number | 10210565 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 96 |
| Number of children on roll | 175 |
| Name of registered person | Abacus Day Nurseries Ltd |
| Registered person unique reference number | RP907346 |
| Telephone number | 0191 4836040 |
| Date of previous inspection | 3 August 2016 |

Information about this early years setting

Abacus Day Nursery registered in 2015 and is located in Hebburn, Tyne and Wear. The nursery employs 28 members of childcare staff. Of these, 28 hold appropriate early years qualifications at level 3, including two with early years professional status. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Elizabeth Fish

Clare Wilkins

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager showed the lead inspector around the nursery and explained how they organise the curriculum.
- The inspectors observed children playing and learning indoors and outdoors. They evaluated the impact of staff interactions on children's learning.
- The inspectors carried out joint observations with a member of the management team.
- Parents spoke to inspectors and shared their views on the nursery.
- The manager showed the inspectors a range of documentation, including those relating to staff suitability.
- The inspectors talked to the manager and provider about how they manage the nursery.
- The inspectors spoke to staff and children at appropriate times during 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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