

Inspection of Abacus Nursery and Pre-School Ltd

38A Parish Ghyll Drive, Ilkley LS29 9PR

Inspection date: 10 August 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

The management team have failed to meet some of the requirements in the Statutory framework for the early years foundation stage. Weaknesses in the implementation of policies and procedures compromise children's safety and well-being. They do not have sufficient knowledge of when to notify Ofsted of a significant event. They have also failed to make a referral to the Disclosure and Barring Service, when this was required. Despite this, children arrive at nursery happy and excited. They are confident to leave their parents to start the day. Staff show a warm and nurturing welcome to every child on arrival. They know and understand children very well. This is reflected in the warm relationships they have with all age groups.

Babies enjoy sensory experiences, such as investigating lentils and flour. Toddlers delight in using pipettes to draw up water from a tray and then deposit it into various containers. They readily use mathematical language, such as 'full' and 'empty'. When they squeeze the end of the pipette, they comment on the water squirting out 'really fast'. Pre-school children confidently work out which numbers they can put together to make the number nine. Children benefit hugely from being outdoors. They access a range of exciting equipment which provides them with the opportunity to participate in both physical and cognitive challenges. For example, pre-school children learn about Morris dancing and enthusiastically master quite complex routines.

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

- Despite the above safeguarding weakness, the management team lead the setting well. Children are central to the ethos and staff have high expectations for each child who attends. The curriculum is well designed and sequenced to support children to progress through their stages of learning. Staff use what they know about the children and skilfully combine children's interests with additional themes. This helps to provide a rich and purposeful environment which engages and challenges children and promotes their learning and development effectively.
- Children's communication and language are promoted well. Staff read stories and sing songs with children throughout the day. They use simplified sign language to support communication. Staff enthusiastically acknowledge babies' early attempts to communicate by repeating their sounds through their commentary. Toddlers progress from saying single words to putting two or three words together. Children self-select books and sit quietly while looking at them independently, which further extends their learning.
- Staff plan adult-led, small-group activities which capture children's attention well, and enable them to repeat what they have learned. However, very

occasionally, staff do not consistently recognise when children are ready to move on from an activity and explore other new learning opportunities.

- Children are offered many opportunities to develop their self-help and independence skills. Staff offer respectful support and encouragement to children in an unhurried manner to develop their perseverance and confidence. Children develop strong friendships and demonstrate kindness towards their peers. They are extremely articulate and can recognise, talk about and regulate their feelings and behaviour.
- Pre-school children are creative in a variety of ways. They are keen to show the shields and swords they have made because they are knights and have to fight the dragons. Children choose to use recyclable materials to make models. They use their good handling skills to manipulate scissors, successfully cut strips of tape and then attach small boxes to larger boxes.
- Children develop an understanding of the world around them. They confidently describe the life cycle of the frog and plant and nurture peas and tomatoes. Children benefit from healthy meals and snacks. They enjoy sociable mealtimes where they are encouraged to talk with staff and their friends about what they are eating. Children develop increasing self-help skills as they master the use of their cutlery and pour their own drinks.
- Parents report that they are very happy with their children's progress at the nursery. They are able to identify what their children learn at the setting. They receive information about their children's progress and what they can do at home to support their learning.

Safeguarding

The arrangements for safeguarding are not effective.

Although the provider has an appropriate safeguarding policy and procedure in place, they have failed to implement this. This has put children at risk. They have failed to notify Ofsted about a significant event in the required timeframe and are not aware of their duty to refer concerns about staff to the Disclosure and Barring Service. That said, the management team and staff know how to respond to any concerns that a child may be at risk of harm. They have a secure understanding of how to report concerns and keep children safe. Staff are vigilant and carry out robust risk assessments. The premises are secure and children are only released to known adults.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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improve knowledge and understanding of when it is required to notify Ofsted of a significant event	24/08/2022
raise awareness and understanding of when to make a referral to the Disclosure and Barring Service.	24/08/2022

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

- support staff to recognise when children are becoming ready to move on from an activity to further enhance and broaden their learning.

Setting details

Unique reference number	2620937
Local authority	Bradford
Inspection number	10248732
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	31
Number of children on roll	72
Name of registered person	Abacus Nursery and Pre-School Ltd
Registered person unique reference number	2620936
Telephone number	01943 600700
Date of previous inspection	Not applicable

Information about this early years setting

Abacus Day Nursery and Pre-school Ltd registered in 2020. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate qualifications from level 2 to level 6, including one who holds early years professional status. The nursery opens from Monday to Thursday, for 50 weeks of the year. Sessions are from 7.45am until 5.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Janet Fairhurst

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 inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents during the inspection and took account of their views.

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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