

Inspection of The Abingdon Kindergarten - Long Furlong

Abingdon Kindergarten, 43 Loyd Close, Abingdon, Oxfordshire OX14 1XR

Inspection date: 10 August 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 demonstrate that they feel safe and secure. They are warmly greeted by staff and separate happily from their parents on arrival at the door. Children have a secure bond with their key person and other staff. Staff have a good understanding of babies' individual routines and follow these well. Babies' needs are responded to swiftly by attentive, nurturing staff. Staff know the children well as individuals and meet their personal care and learning needs effectively. Children's learning builds successfully on what they already know and can do.

Children play outside daily. They develop their knowledge of the natural world through opportunities, such as local walks and forest school activities. Babies smile with delight as they explore a variety of sensory items and make sounds with wooden and metal objects. Toddlers keenly point to the pictures in familiar books and staff name the different objects for them to copy. Children hear spontaneous nursery rhymes and staff model new words as children play and explore. This helps to support children's communication and language skills.

Children of all ages develop their confidence and behave well. They understand expectations for behaviour, such as kind hands, turn taking and walking feet. Children show consideration for others, and older children are keen to help the younger children in their play. Children develop independence. They are supported to manage their own hygiene and personal needs, and enjoy making decisions about their play. Children respond well to the regular praise from staff.

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

- Leaders are dedicated and supportive of the staff team. They have a clear vision for the nursery. Following recent changes in staff and leaders, the new team constantly evaluate and demonstrate a reflective approach. They are able to identify clear intentions for the future. They are keen to make changes that have a positive impact on the children's experiences. For example, by incorporating more natural and sustainable resources for the children to enjoy and increase their creative learning.
- Overall, staff know what the children can learn and they plan a broad curriculum to support children's interests and development. Staff are keen to engage and interact in the children's play. However, at times, staff do not confidently challenge or fully extend children's thinking and problem-solving skills.
- Children enjoy plenty of fresh air and exercise. They are supported to develop healthy lifestyles, and particularly to drink plenty of water and keep cool during the hot weather. Staff take children on outings away from the nursery, into the community. This promotes children's experiences, health and well-being.
- Children are inquisitive and motivated to learn. They enjoy sharing their

accomplishments and quickly ask for a photo to be taken of their construction model. As older children build towers, other children gather to watch, offering encouragement and praise. This collaborative working helps to build children's self-esteem and confidence.

- Staff effectively find out about the experiences children have at home and support children's understanding of the wider world. They value diversity and extend opportunities for children to be able to see and hear their own and other languages. They respect one another and are supported to understand what makes them unique.
- Staff model positive behaviour and teach children to be kind to others. They understand the nursery routines and respond well to instructions from an early age. Children develop the skills they need for the next stage in their learning and for life in modern Britain.
- Staff have supervision meetings and attend regular mandatory training. They comment that they feel valued and well supported in their roles. They are enthusiastic and enjoy working in the nursery. The manager models and observes practice. However, staff discussions and supervisions are not focused enough on key children's progress and how staff deliver the curriculum, to enable regular feedback on their performance and to raise the quality of education to an even higher level.
- Parents are very enthusiastic in their comments about the staff and the nursery. They praise the communication and daily information they receive from staff. They particularly enjoy receiving photos and regular updates about children's progress. Effective key-person arrangements and partnerships with parents promote continuity in children's learning between nursery and home.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete training and keep their child protection knowledge up to date. They are aware of signs of abuse and neglect, and they know the local referral procedures to follow if they have a concern. Staff are aware of the duty to prevent children from being drawn into situations that put them at risk. They are fully aware of what to do should concerns be raised about staff if management were not to follow them up. The premises are safe and secure. Staff follow risk assessments to identify and successfully minimise potential risks in the nursery and on visits. Recruitment and induction procedures are robust and ensure that those working with children are suitable to do so.

What does the setting need to do to improve?

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

- continue to plan an effective environment and curriculum to further extend and

challenge children's thinking and problem-solving skills

- build on the systems for supporting staff to further develop their performance and focus more precisely on improving the good practice and raise the quality of education to a higher level.

Setting details

Unique reference number	EY318514
Local authority	Oxfordshire
Inspection number	10249238
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	75
Number of children on roll	52
Name of registered person	Abingdon Nurseries Limited
Registered person unique reference number	RP907179
Telephone number	01235 528910
Date of previous inspection	13 October 2017

Information about this early years setting

The Abingdon Kindergarten - Long Furlong registered in 2005. It operates from a building situated on the Long Furlong estate in north Abingdon, Oxfordshire. The nursery is open each weekday, from 7.30am to 6pm, all year round, with the exception of bank holidays. There are 16 members of staff who work with the children. Of these, 12 hold a relevant early years qualification at level 2 and level 3 and the manager is qualified at level 7. The nursery receives funding to provide free early education for children aged two and three years.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the setting and has taken this into account in their evaluation of the setting.
- The inspector observed activities in the main base rooms and garden. She talked to staff about the progress individual children are making and what they want the children to learn.
- The manager and the inspector completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum is organised.
- A joint observation was carried out by the inspector and the manager. The inspector observed interactions between staff and the children and the impact these have on children's learning. The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector reviewed relevant documentation, including evidence of paediatric first-aid training and the suitability of staff. The inspector had a discussion with leaders about the evaluation of the setting and plans for improvement.
- The inspector viewed all areas used by the children.
- The inspector spoke to parents and children during the inspection and took account of their views.
- This inspection was carried out as part of a risk assessment process.

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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