

Inspection of ABC Nursery & Pre School Ltd

ABC Nursery, Stondon Road, Ongar, Essex CM5 9RG

Inspection date: 31 August 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 Good

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at the nursery. They are confident, happy and have fun. Children arrive excitedly and leave their parents with ease. They are eager to investigate the activities provided. Children have formed close bonds with their key worker and the wider team. They make friends and enjoy one another's company, chatting as they play together. Children's behaviour overall is good. Babies settle quickly as nurturing staff provide a cosy and homely environment. They are attentive, offering cuddles and reassurance, and ensure their individual routines are followed.

Children are cared for by staff that know them well. They can initiate their own play and choose resources that are easily accessible for them. A varied curriculum provides children with many opportunities to challenge their thinking and promote their language skills. Staff plan activities around the children's interests. This means children are keen to have a go and explore. Skilful staff capture children's imagination through stories. For example, children relish wearing pirate hats. They show sustained levels of concentration and listen with intent to stories about pirates. Children join in with the interactive story and predict what happens next. They use props as they climb into the imaginary ship. Children giggle as they use telescopes. They dance and use fabrics to replicate waves. They explore large shells to listen to the sound of the sea.

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

- The staff have established welcoming, friendly but professional partnerships with parents. Parents speak highly of every aspect of the nursery. They comment that they feel very supported. They say the communication is excellent. They can approach the manager and her team if they have any concerns. Comments from parents, such as 'the staff go above and beyond', demonstrate their satisfaction. They say they feel reassured their children are in good hands, and are safe and progressing well.
- Children are confident and interested in their environment. They ask lots of questions and are eager to learn. Children comfortably communicate their needs. They show independence, such as when managing their personal needs or selecting resources. They happily engage with their friends and the staff. The staff are good role models. They are caring and speak respectfully to the children, encouraging conversation. Staff introduce new words to broaden children's vocabulary, such as 'ocean' and 'telescope'. However, on occasion, children are not given enough time to process questions and respond.
- The staff feel valued. They are supported to complete training and further their qualifications as continuous professional development is positively encouraged. Good systems are in place to recruit and induct new members. The manager

values the individual skills of her team and welcomes new ideas that will further enhance the curriculum. Staff attend team meetings and supervisions. However, monitoring of staff practice is not fully embedded to ensure any issues are swiftly identified, to raise the quality of teaching to an even higher level.

- Babies are comfortable and secure in their environment. The staff are calm, soothing and attentive. Babies and toddlers enjoy the sensory-play opportunities provided. They spend time feeling the different textures in the activity tray, supported closely by staff. Children delight in singing and looking at books in the cosy book area. They can rest uninterrupted in a quiet, dedicated sleep room. Babies have their own comforters as they listen to soothing music.
- Children's speech and language skills are fully supported, including their understanding of simple mathematics. This is because the activities provide opportunities for counting, recognising numbers, space, or shape. For example, children wait in anticipation as they open the pirate's treasure chest, counting backwards in order. Babies match shapes as they complete simple puzzles.
- Children relish their time outdoors. They have a variety of outdoor spaces in which to exercise and learn. Children enjoy the freedom and space of a large field as they practise their running skills, negotiating space well. They climb with ease using the climbing frame. They play 'hide and seek' and giggle as they hide behind trees, waiting for their friends to find them. Children learn the importance of staying healthy. They enjoy freshly cooked, well-balanced meals.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her team have a secure knowledge of how to protect children's welfare. They have a good understanding of the possible signs and behaviours that may cause concern regarding children in their care. Regular safeguarding training, which includes wider aspects of child protection, such as domestic violence, ensures staff are fully up to date with current practice. Staff are knowledgeable of how to report any concerns. The whistle-blowing policy is also widely understood within the team. A thorough recruitment and induction procedure and initial safeguarding training mean children are cared for by staff who 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:

- develop children's thinking skills further by allowing them time to respond to questions
- strengthen the monitoring of staff practice to raise the quality of teaching to a consistently higher level.

Setting details

Unique reference number	EY369791
Local authority	Essex
Inspection number	10235188
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	72
Number of children on roll	54
Name of registered person	ABC Nursery & Pre School Ltd
Registered person unique reference number	RP527838
Telephone number	01277 362 211
Date of previous inspection	25 October 2016

Information about this early years setting

ABC Nursery and Preschool Ltd registered in 2008 and is situated in Ongar, Essex. The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and above, including early years professional status. The nursery opens Monday to Friday, all year round, from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out a joint observation with the nursery manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The manager showed the inspector the premises, indoors and outdoors, and discussed how they ensure it is safe and suitable.
- The inspector looked at a sample of the nursery documents. This included evidence about staff suitability and training.

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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