

Inspection of Abacus Early Learning Nursery

11 Thurlby Road, LONDON SE27 0RN

Inspection date: 15 September 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 settle quickly on arrival at this warm and welcoming nursery. The kind and gentle staff provide a nurturing environment where children feel safe and secure. Babies cuddle with staff when they feel unwell, and older children show pride and excitement as they talk about their drawings. Children have access to a very well-resourced indoor and outdoor area. They are free to play and explore independently. For example, toddlers talk about different plants they can see and take turns to pick ripe tomatoes. Adult-led activities take account of children's interests and what they need to learn next. For instance, children watch in fascination as a model volcano 'erupts' and talk about the difference between a mountain and a volcano. As a result, children make good progress in their learning.

Children and babies have very positive attitudes towards learning and are able to focus for long periods of time on activities. For example, babies use their senses to explore fruit, and older children persevere as they put blocks in order of size. Children are very well behaved. They understand the routines and simple rules, like taking turns with others. Older children show that they are beginning to cooperate with each other and share resources independently.

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

- The manager is ambitious and has high expectations for the children in her care. Her curriculum covers all areas of learning and is well sequenced. Staff are fully aware of the intent for the curriculum, and this is well implemented. For instance, staff introduce babies to books, and babies look at them and begin to turn the pages. Older children select books, turn the pages with confidence and comment on the pictures they see.
- Generally, children make good progress in their communication and language skills. Staff provide a narrative for children as they play, introduce new vocabulary, like 'hydrated', and play peek-a-boo with babies. All children are confident to express their wants and needs. However, there are times when staff members are not consistent when building on and extending children's language skills. For example, sometimes, staff do not find out children's ideas during activities and optimise their learning at that time.
- Staff support children's varied needs effectively. For instance, they encourage younger babies to pull themselves up to access resources and older babies to take steps independently. Children receive targeted support when adults identify gaps in their learning or development. This helps all children make progress from their starting points.
- Children who speak English as an additional language are very well supported and feel welcome at the setting. They have easy access to multilingual books

and resources. Children learn Spanish from an early age, and staff research learning styles in different countries so that they can support children who have attended nursery school in those countries.

- Children have a variety of opportunities to support their physical development. For instance, yoga sessions build their core strength, drumming keeps them fit and tennis lessons support their hand-eye coordination. Children enjoy playing in the garden throughout the day. They climb on the pirate ship and throw and kick balls. Regular outings and walks in the local area help develop their physical strength. As a result, children make very good progress in this area.
- Children and babies enjoy healthy, balanced meals and snacks. Staff follow good procedures to ensure that children with an intolerance or dietary requirement are catered for. Children and babies learn about good table manners that are appropriate to their age and stage of development.
- Children benefit from a variety of regular trips and outings. They go to the library, theatre and art galleries. This broadens their knowledge of the world around them.
- Staff have very good relationships with the parents at the nursery and work in strong partnership with other professionals involved in children's care. Parents comment on the 'warmth, love and care' their children receive at the nursery. Parents have the opportunity to share information about children's achievements and current interests at parent consultations. This helps staff to plan for what children need to learn next, using their interests to engage and motivate them.
- The manager has a clear vision for ongoing improvements for the nursery. She has identified strengths and areas for further development which includes evaluating staff practice and building on their skills. Regular supervision, lots of opportunities for discussions and frequent training helps staff to feel valued and supported in their work.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of safeguarding practices. The manager keeps their knowledge of safeguarding and child protection up to date through regular training. Staff know who the designated safeguarding officers are within the nursery and are clear about what they would do in the event of a concern about children in their care. Children learn how to keep themselves safe when they are out and about on trips and outings. Staff read books with them and teach them to use their 'ears for listening' and to stop walking when they are asked.

What does the setting need to do to improve?

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

- enhance staff knowledge of how to maximise their interactions with children to

promote children's communication and language skills more effectively.

Setting details

Unique reference number	EY486975
Local authority	Lambeth
Inspection number	10236624
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	0 to 4
Total number of places	45
Number of children on roll	60
Name of registered person	Abacus Kindergarten Limited
Registered person unique reference number	RP527791
Telephone number	02086705222
Date of previous inspection	16 September 2016

Information about this early years setting

Abacus Early Learning Centre registered in 2015 and is part of Abacus Early Learning Nurseries. The nursery is located in West Norwood, in the London Borough of Croydon. It is open on Monday to Friday, from 8am to 6pm, for 48 weeks of the year, closing for one week at Easter, summer and Christmas. The nursery employs 17 members of staff, 15 of whom are qualified to level 2 and above. The setting is in receipt of funding for the provision of free early education for children aged three years.

Information about this inspection

Inspector

Jacquie Brown

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the nursery.
- The inspector conducted a learning walk with the manager to discuss how the curriculum is planned and what opportunities are available for children.
- A joint observation was carried out with the manager, and the impact of this on children's learning and development was evaluated.
- The children, staff and some parents spoke with the inspector. Parents provided written feedback, so the inspector took their views into consideration.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector sampled a range of documentation, including staff's first-aid certificates and evidence of staff suitability.

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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