

Inspection of Abacus Nursery (SW) LTD

293 Cheddon Road, Taunton, Somerset TA2 7BA

Inspection date: 9 November 2022

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Knowledgeable and caring staff know the children well and plan a wide range of experiences that spark children's interests. For example, children are keen and eager to make play dough. They recall what ingredients they need and listen attentively to instructions. Children are excellent at responding to posed questions and ask their own to clarify understanding. Meaningful interactions encourage children to predict what might happen next and embed new vocabulary.

Children benefit greatly from the stimulating playspace, which provides an abundant range of enticing and carefully considered resources. Children are actively engaged in well-chosen activities. For example, they show great curiosity as they try to 'rescue the animals from the ice'. Staff interact precisely, helping children investigate with a wide range of tools. Children persevere well. They respond effectively to staff's open-ended questioning, to predict and test their ideas.

Staff understand the benefit of children being physically active. Older children excitedly participate in focused sport activities and become deeply engaged. They listen well and understand the need to walk to the spots on the ground, as the surface is slippery from the rain. Children move confidently, such as balancing rings on outstretched arms. Babies and young toddlers love being a part of 'music bugs' with their older friends. They sway in time to the music and enjoy exploring the range of musical instruments.

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

- The curriculum is exceptionally well designed to build on children's knowledge and to encourage them to practise their skills. Passionate staff understand the curriculum focus and what children need to learn. They implement this extremely well. Consequently, all children, including those with special educational needs and/or disabilities (SEND) and those who speak English as an additional language, make excellent progress from their starting points.
- Children thrive in a highly nurturing environment. They build strong attachments with their key person, even when they have only attended for a few sessions. When unfamiliar visitors enter the room, new babies seek comfort from their familiar adult, who gives them cuddles and reassurance. The management team has carefully considered the use of the 'snug', which parents comment favourably upon. It provides children with a safe space to be calm and to reflect, and for staff to help children build confidence and support their social skills successfully.
- There is excellent support for those children with SEND and any additional needs. The knowledgeable special educational needs coordinator works closely

with parents and other professionals to develop precise support plans to help reduce any gaps in learning. Staff sensitively assess children's individual needs and use any additional funding successfully to raise the quality of children's experiences.

- Staff support babies' and young toddlers' communication and language skills successfully. They are excellent at using daily routines, such as dressing for outdoor play, to promote language. They consistently use children's names, waiting for a response. Staff use a sing-song voice, making up rhymes as they count buttons on children's coats, and provide a narrative as they descend the stairs. Staff provide constant commentary, are extremely responsive and use all opportunities to build children's language throughout the nursery. In particular, this supports those children who are learning English as an additional language highly successfully.
- Children's behaviour is exemplary. Staff role model manners and polite behaviour consistently, which children copy. This means children learn to be respectful and kind towards each other. For example, pre-school children spontaneously thank their friend for sharing their alphabet box at group time.
- There are excellent arrangements to ensure children quickly settle into nursery life. Staff gather essential information from parents, including family photographs. Staff ensure that children's care needs are fully understood and met, which parents say they greatly appreciate. Younger babies are cuddled close as they feed and are comforted as they fall to sleep. Staff sensitively support children as they move into the pre-school room, ensuring they are familiar with adults and the environment.
- The inspirational management team is passionate about ensuring staff are well supported and happy in their roles. There is a clear plan for professional development and to empower staff to take responsibility for their key roles. The management team encourages them to develop the curriculum and environments to better support children's learning. There is a firm focus on maintaining the outstanding provision for children, especially to provide more language-rich experiences to support secure foundations for children's future learning in an effective manner.

Safeguarding

The arrangements for safeguarding are effective.

Well-trained staff have a good knowledge of the possible indicators that a child may be at risk of harm. There are effective reporting systems in place and staff know the procedure to follow should there be a concern about a staff member. The designated safeguarding lead understands her responsibility to keep clear, up-to-date and confidential records of any concerns, and to report these to the appropriate agencies. She works cohesively with other agencies to protect children. The management team completes robust recruitment and induction arrangements to ensure staff are, and remain, suitable for their role. Staff use rigorous risk assessments to ensure the premises are safe and secure. They actively encourage children to be a part of the daily checks, so they become familiar with identifying

any potential risks.

Setting details

Unique reference number	EY437978
Local authority	Somerset
Inspection number	10235612
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	36
Number of children on roll	68
Name of registered person	Abacus Nursery (SW) Ltd
Registered person unique reference number	RP531158
Telephone number	01823 288681
Date of previous inspection	9 November 2016

Information about this early years setting

Abacus Nursery (SW) Ltd registered in 2011. It operates from a large, detached house in Taunton, Somerset. The nursery is open each weekday, from 7.30am to 5.45pm, all year round, except for bank holidays and between Christmas and New Year. The nursery receives funding for free early education for children aged two, three and four years. The owner employs 16 staff who work directly with the children. Of these, one holds qualified teacher status, three hold a level 6 early years qualification, five hold level 3 qualifications and six hold level 2 qualifications.

Information about this inspection

Inspector

Rachael Williams

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 manager and her deputy took the inspector on a learning walk to discuss the early years curriculum.
- The manager and her deputy conducted a joint observation with the inspector in the pre-school room.
- The inspector spoke with parents and children during the inspection, and took into account their verbal and written views.
- The inspector conducted professional discussions with the management team, the special educational needs coordinator, the designated safeguarding lead and staff at convenient times during the inspection.
- A sample of documentation was observed.

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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