

# Inspection of Abacus @ Meadowbrook Primary School

Meadowbrook Primary School, Three Brooks Lane, Bristol BS32 8TA

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Inspection date: 21 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Outstanding</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children thrive in this warm, welcoming pre-school. They excitably come in, wave parents goodbye, take off their coats and shoes and quickly settle into play. Staff know the children extremely well and are sensitive to the way they like to be greeted. For example, some children want a 'hello' hug, others give staff a high five. Children are very happy here and behave well. Staff are very attentive to their learning needs and interests and plan exciting, interesting activities for them. Staff join in with their play when appropriate, getting down to their level and ensuring everyone is included. Children are engaged in their learning and are making good progress.

Children have access to a wide range of toys, both inside and outside, which support their learning needs well across the seven areas of learning. Children who learn best outside are well catered for, as they go outside every day, dressed appropriately for all weathers. They make the most of the weather and use it as a learning tool. For example, when playing in the pouring rain, children collect water in containers and make potions. They mix powder paint in puddles to change them to different colours.

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

- The highly-skilled leadership and management team have a clear vision for the setting and are always looking to improve where needed. They support the staff extremely well through regular supervisions and look out for their well-being. Staff speak highly of the management team and say they enjoy working in the pre-school.
- Children have many opportunities to learn in a fun and engaging way. For example, after children show an interest in dinosaurs, staff set up exciting opportunities for them to learn mathematical skills. They measure dinosaur bones and check to see which dinosaurs have the longest neck. Staff use many descriptive words to help increase children's vocabulary. For example, they discuss how the paper 'absorbs' the water and how some dinosaurs are plant eaters - 'herbivores', and others meat eaters – 'carnivores'.
- Parents are extremely happy with the pre-school. They are kept informed of their children's development through an online learning platform and use this to share what their children have been doing at home. They say their children have developed in confidence through being in the pre-school and that they are given activity ideas that they can do with their children at home.
- Staff are very skilled at supporting children to manage any disputes they may have. For example, if children disagree over toys, staff help them to find the timer, so they know when it will be their turn. Children and staff are highly respectful and caring of each other. For example, older children help younger

children find tissues, staff ask children if they would like to have snack and if they would like to go outside.

- Children are strongly supported and encouraged to be independent learners and to respect their environment. For example, staff encourage children to put on their own coats and shoes when going outside. They praise children for helping to cut up the fruit and for packing away their toys, supporting them to have high self-esteem.
- Children have many excellent opportunities to learn how to keep themselves healthy. For example, they are reminded to wash their hands before eating and to 'catch their cough.' They learn the importance of good oral hygiene by practising brushing the teeth of a dinosaur and discussing why tooth brushing is important. Children are starting to gain an understanding of what makes them unique, although this could be improved by incorporating children's home language and culture into the setting even more.
- The pre-school has established excellent links with the local community, supporting families to gain access to local services as needed. Children with special educational needs and/or disabilities are well supported. The pre-school links well with specialist support services and local schools, ensuring children get all the help they need, and have a smooth transition into school.

## **Safeguarding**

The arrangements for safeguarding are effective.

The management team place a high emphasis on safeguarding. They are all designated safeguarding leads and all other staff have safeguarding training as part of their induction. Safeguarding is regularly discussed in staff meetings and supervisions, ensuring everyone is up to date with their knowledge. Staff understand the signs and symptoms that may be a cause for concern, and know how to record and report these. Regular fire drills are done on different days and times, so all children get a chance to practise. Management follows rigorous vetting procedures when employing new staff, to ensure they are safe to work with children.

## **What does the setting need to do to improve?**

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

- support children to use their home languages and cultures in everyday play and learning.

## Setting details

<b>Unique reference number</b>	EY473474
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10234012
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	62
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Learning Through Play Ltd
<b>Registered person unique reference number</b>	RP907777
<b>Telephone number</b>	07712398015
<b>Date of previous inspection</b>	24 November 2016

## Information about this early years setting

Abacus Pre-School @ Meadowbrook Primary School in Bradley Stoke, Bristol registered in 2014 and is one of four privately run pre-schools. It is open each weekday, from 8.30am to 3.30pm, during term time only. There are five members of staff. The two directors and the manager hold a qualification in early years management at level 5. Other staff hold qualifications at level 2 and level 3 and one is unqualified.

## Information about this inspection

### Inspector

Joanne Neenan

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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