

Inspection of ABC Day Nursery (Melksham) Ltd

19 Lancaster Road, Bowerhill, Melksham SN12 6SS

Inspection date:

6 December 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

Not applicable

What is it like to attend this early years setting?

The provision is good

The provider, who is also the manager, has high expectations for all children. She has a clear curriculum ethos and knows what skills and knowledge children need to learn as they progress through the nursery and move on to school. Staff plan and provide a broad range of activities that motivate children to join in. For instance, babies are captivated as they sway their bodies to the music during a singing activity. They babble, begin to join in with actions and eagerly reach up to feel the silky canopy that staff hold above their heads. Toddlers explore using their senses, for example during messy play with cereals and spaghetti.

Children are happy in this welcoming environment. The manager and staff are friendly, kind and caring. Children demonstrate they feel safe, secure and settled. For example, babies and toddlers snuggle up to staff to share books and stories. Pre-school children concentrate on activities for long periods, such as when building robots with blocks. Staff skilfully encourage children to think about which size and shape of block might best suit their robots' body parts.

The manager and special educational needs coordinator are extremely proactive in supporting children with delays in their development. They work effectively with parents and other professionals, as required, to put in place additional support for children. This helps all children to make good progress from their starting points.

Children develop their independence and self-care skills in readiness for school. Staff encourage babies to feed themselves, teach toddlers how to take off their shoes, and work with parents to toilet train children. Older children can put on coats by themselves, wipe their own noses and serve themselves drinks.

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

- The manager is passionate about providing high-quality inclusive care and education. She monitors the quality of the provision, including teaching and learning, to identify and target areas for improvement. As a result, she has implemented many positive changes since taking over the ownership of the nursery. Staff report that they feel valued and well supported in their roles.
- Staff use appropriate strategies to help children to manage their emotions and to understand the behaviour expectations. As a result, children's behaviour throughout the nursery is good and they play in a calm environment. Children learn to follow simple instructions, share, and play collaboratively with their peers. For example, pre-school children decide together who will be frogs as they re-enact a favourite song during a singing activity. Staff weave mathematics into activities. For example, they encourage pre-school children to use their fingers as they count and work out simple calculations.

- Staff promote children's communication and language skills effectively. They provide a narrative for children's play alongside signs and visual images. They introduce new words, for example when babies explore baskets of sensory items. Staff talk to toddlers about the colours of the items they put in shape sorters. Staff engage in role play with children to develop their imagination and language. However, at times, staff in the toddler room do not make full use of opportunities to extend children's learning to the highest levels.
- All children have plenty of opportunities to practise their literacy skills. For example, babies enjoy hand painting, and toddlers are keen to experiment with different mark-making tools. Pre-school children concentrate extremely well as staff read them a favourite story about 'Pete the cat'. Staff challenge children successfully to recall what might happen next in the story, to consolidate their learning and extend their critical thinking and language skills. Pre-school children show confidence as they listen to the sound of their name and then clap the number of syllables in their name.
- Children enjoy nutritious, home-cooked food and snacks and develop their physical skills. Babies pull themselves up to standing at low-level tables to engage in activities, developing the muscles in their arms and legs. Toddlers take turns to climb up the steps to the slide and enjoy running around the garden, popping bubbles that staff blow through wands. Although children benefit from regular fresh air and exercise, staff do not consistently plan purposeful outdoor activities to extend learning as well as possible for those children who prefer to play outside.
- Parents speak positively about the nursery, the new manager and their children's progress. They feel well informed about their children's care and learning, including through an online app and feedback from staff when collecting their children. Parents appreciate the ideas staff provide to help them support their children's learning and development at home. Staff work with parents effectively regarding care and sleep routines to provide consistency for children.

Safeguarding

The arrangements for safeguarding are effective.

The manager uses safer recruitment procedures to ensure staff suitability to work with children. She implements effective induction procedures to help staff understand their role and responsibilities. The manager and staff have a good knowledge and understanding of safeguarding issues. They are confident about the correct procedures to follow if they are worried about a child or if they have any concerns about a colleague's practice. The manager risk assesses the environment to minimise hazards, to help keep children safe. Staff supervise children well during play and daily routines to support children's well-being. This includes sitting with children during snack times and mealtimes, and when they sleep.

What does the setting need to do to improve?

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

- place a sharper focus on planning purposeful outdoor activities to better support those children who prefer to play and learn outside
- improve the quality of teaching in the toddler room to a consistently high level, to enhance children's learning even further.

Setting details

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| Unique reference number | 2676717 |
| Local authority | Wiltshire |
| Inspection number | 10262576 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 59 |
| Number of children on roll | 76 |
| Name of registered person | ABC Day Nursery (Melksham) Ltd |
| Registered person unique reference number | 2676718 |
| Telephone number | 01225791742 |
| Date of previous inspection | Not applicable |

Information about this early years setting

ABC Day Nursery (Melksham) Ltd re-registered in March 2022 under new ownership. It operates in Bowerhill, Melksham, Wiltshire. The nursery opens Monday to Friday, from 7.30am to 6pm, for 51 weeks of the year. The nursery closes between Christmas and New Year. The nursery employs 18 staff, including a chef. The manager holds a relevant level 7 qualification and has qualified teacher status, 13 staff are qualified at level 3 and one is qualified at level 2. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector
Karen Allen

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 the inspector completed a learning walk and discussed the early years curriculum and what they want the children to learn.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector observed the quality of education provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The manager and the inspector carried out a joint observation of an activity in the pre-school room.
- Parents shared their views on the nursery with the inspector.
- The inspector reviewed some documentation, including staff suitability checks, staff qualifications and paediatric first-aid qualifications.

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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