

Inspection of Abbey Children Centre Nursery

Abbey Children's Centre, North Street, BARKING, Essex IG11 8LA

Inspection date: 11 January 2023

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 are active and busy at the nursery. They choose from a large range of stimulating and exciting resources. Children play with staff in all areas of the nursery. For example, they sit on the floor and play with vehicles, crawl around with staff on a bear hunt and learn how to ride wheeled toys in the garden. Children are happy and feel safe. They have very strong relationships with staff who know them well.

Children's language development is well supported. For example, older children listen to stories, sing songs and chat to staff. In the baby room, the youngest children clap excitedly as they sing the hello song. Children are learning to express themselves.

Children are encouraged to think about their feelings. They join in with lots of activities that help them to develop self-control skills. For example, children enjoy playing with the 'attention bucket'. They learn to listen and concentrate. Staff ask the children probing questions to help them find out what is in the bucket. Children gasp with delight as they discover a stretchy ball hiding inside.

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

- Managers and staff get to know the children well. Staff conduct home visits with the children before they start at the nursery. This helps them to find out about children's previous experiences. Staff use this information to create a curriculum that considers the learning needs of all children in the setting.
- Managers and staff regularly assess what children know and can do. They rigorously plan activities for children to choose from that consider their next steps. Children practise a range of skills. This supports them to meet their developmental milestones.
- Managers and staff support children with special educational needs and/or disabilities very effectively. They identify children who may need additional support. Staff work with external agencies to ensure that all children receive early help when required. All children make good progress.
- Staff support children's language skills extremely well. They engage with children in a positive way. For example, in the role-play area, children cut up vegetables. Staff support children to learn new words, such as by asking, 'Can you find the heart of the cabbage?' Children repeat the new language and use it in their play.
- Managers engage effectively with external agencies. For instance, they make links with local health services and the community hub as well as with the local library. This helps families to access a range of different services. Children thrive in an environment that considers all their needs.

- Parents report that teaching is of high quality. They talk about what their children have learned since starting at the nursery. Parents state that their children are gaining confidence and good language skills. Managers recognise that communication with parents is very important. They constantly review how information is given to parents. This includes a parent comment box, regular questionnaires and home learning packs. Managers are planning to further strengthen how they give information to parents so that all procedures are fully understood.
- Managers plan professional development opportunities for all staff. Recently, this has included a 'maths for toddlers' course and music courses. Overall, this helps staff to continue to improve their knowledge of how children learn.
- Managers have regular supervision meetings and regularly observe staff practice. However, the feedback given to staff does not always focus precisely on increasing and improving their individual knowledge and teaching practice.
- Staff plan activities that the children are interested in. However, some focused activities do not always provide enough challenge for older children. Occasionally, some children are not motivated and excited to join in.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team have a thorough understanding of their responsibility to keep children safe. They maintain an up-to-date knowledge of the signs that may indicate that a child is at risk of harm. The procedures for reporting concerns about children, or adults working with children, are clearly outlined in the setting's safeguarding policy. Managers share this policy and procedures with staff effectively. There are robust recruitment procedures and effective arrangements to check the ongoing suitability of staff. Managers regularly arrange training to ensure that staff can refresh their knowledge.

What does the setting need to do to improve?

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

- further develop supervision meetings to promote the quality of teaching for all children
- strengthen planning techniques to help all children to be sufficiently challenged in focused activities.

Setting details

Unique reference number	EY297566
Local authority	Barking and Dagenham
Inspection number	10263302
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	92
Number of children on roll	145
Name of registered person	London Borough of Barking and Dagenham
Registered person unique reference number	RP910177
Telephone number	020 8724 1274
Date of previous inspection	27 April 2017

Information about this early years setting

Abbey Children Centre Nursery registered in 2005 and is situated in Barking, Essex. The nursery is open Monday to Friday, from 8am to 6pm, for 50 weeks of the year. There are 29 staff, 26 of whom hold appropriate early years qualifications at level 3 or above. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Kate Daurge

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- 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 a joint observation of a communication and language activity with the deputy manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023