

Inspection of ABC Day Nursery

St Andrews Church Hall, Lawson Terrace, Newcastle, Staffordshire ST5 8PB

Inspection date: 14 March 2023

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 enjoy their time at this pack-away setting. They receive a new and exciting environment each day. For example, when children enjoy role play, staff ensure resources are available to complement their interests. This positively contributes towards children's good behaviours and eagerness to learn. Children guide their own learning, and they develop their ideas through play. For example, they pretend they are firefighters as they use a real hosepipe to put out an imaginary fire.

Children have time to practise and learn new skills. For example, the youngest of children show determination in their physical abilities as they pull one grape at a time from the stork. Key persons demonstrate patience, and they offer children guidance and support to be independent. For example, toddlers are given space and reassurance as they try hard to climb up the steps on a slide. This means children develop confidence in what they can achieve.

The key-person system helps children to feel understood, cared about and safe. Staff regularly discuss children's next steps to ensure all staff know children well. This promotes continuity in children's learning. Children have a wealth of choice in their routine. For instance, they have an opportunity to engage in play indoors and outdoors. This positively supports those children who prefer to learn outside.

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

- Leaders organise the routine and curriculum in response to the COVID-19 pandemic. For example, children benefit from smaller group activities to improve their communication and social skills. This means children make progress from their starting points; they understand and say more each day.
- Although leaders and staff clearly identify what needs to be learned by all children, including those who speak English as an additional language, they do not actively include important words in children's home languages when teaching. This does not help children to value their home language or enhance their communication skills.
- Overall, children develop secure communication and language skills. Staff ask them questions to find out what they know, and they learn new words such as 'halves' and 'quarters' to extend their understanding and vocabulary. However, at times, staff use words such as, 'fishy' and 'piggy', instead of the correct words to reinforce children's vocabulary growth. This especially impacts those children who are learning English as an additional language.
- Parents identify the responsibilities their children have at the setting and describe how their children further model these responsibilities at home. For example, from the moment children arrive, staff provide them with opportunities

to practise important self-help skills, such as hanging up their own belongings, washing their hands and self-registering their attendance. This helps children to develop their independence.

- Children learn about feelings and emotions. For example, they select an 'emotion card' to represent how they are feeling. This prompts conversations between staff and children to discuss their feelings. Additionally, children listen to stories that promote discussions about positive behaviours, such as 'why pinching hurts'.
- Conversations with staff positively challenge children's problem-solving skills. For instance, staff encourage children to count how many children there are in the group. Together, they discuss how many are boys and how many are girls. This helps children to develop a strong understanding of number, enabling them to recognise that there are more girls in the group than boys.
- Children transition to the next room when they are developmentally ready. To help to prepare children, key persons visit new rooms with children and encourage them to mix with others during routine activities, such as eating breakfast. This helps to build their confidence during transition periods.
- Overall, parents feel well informed about their children's learning and the progress they have made. However, they report some areas they feel the setting could improve on. These views had not yet been shared as leaders do not regularly seek parents' views. As a result, leaders cannot fully evaluate practice and determine what the setting needs to improve.
- Leaders work alongside their team. This means they constantly observe the quality of teaching delivered, and supervision sessions are ongoing. Additionally, leaders share research and training opportunities with staff to enhance their continuous professional development.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of their roles and responsibilities in keeping children safe. For example, they ensure children's information is kept confidential and not displayed. They demonstrate suitable knowledge of the signs and symptoms that might indicate a child is at risk of abuse, and they know what action to take should concerns arise. All staff have attended relevant training to ensure they understand their roles in relation to the 'Prevent' duty guidance, female genital mutilation and online grooming. They are confident to whistle-blow. Children are taught to keep themselves safe. For example, they learn what to do in the event of a fire, and they understand the importance of cutting up grapes to reduce the risk of choking.

What does the setting need to do to improve?

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

- develop practice to provide more opportunities for children to use their home language in play and learning
- improve teaching techniques to ensure all children, including those who speak English as an additional language, continuously hear clear vocabulary to further develop their language skills
- review existing methods for gathering parents' and carers' views to further evaluate practice and determine what needs to improve.

Setting details

Unique reference number	218401
Local authority	Staffordshire
Inspection number	10280560
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	1 to 4
Total number of places	32
Number of children on roll	19
Name of registered person	Mrs Ann Gregory and Mrs Angela Ashley Partnership
Registered person unique reference number	RP908019
Telephone number	01782 613100
Date of previous inspection	25 August 2017

Information about this early years setting

ABC Day Nursery registered in 1984. The nursery employs four members of childcare staff who hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round, except Christmas and bank holidays. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mikaela Stallard

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager and the inspector completed a learning walk.
- The inspector carried out a joint observation with the manager.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection. The views of parents were considered by the inspector, through verbal discussions and phone calls.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children.

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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