

# Inspection of Abacus

The James Oglethorpe Primary School, Ashvale Gardens, Upminster RM14 3NB

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Inspection date: 27 March 2023

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Not applicable

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children attend this setting with eagerness and enthusiasm. They have many opportunities to choose what they would like to explore and access with help and support from the staff. The environment is stimulating, with exciting and fun activities. For example, children enjoy exploring the arts and crafts activity to create an Easter card. They have access to various materials and resources to build on their fine motor skills, dexterity and creativity. Children share resources well and engage in meaningful conversations with each other. This helps strengthen their social interactions and builds on their confidence and self-esteem.

Children have strong relationships with staff and understand the setting's established routines. They speak highly of each member of staff and are confident to approach them, such as to ask for help with supplying new resources and activities. Children have many opportunities to be active and learn about healthy lifestyles. For example, children engage in a football game to further develop their gross motor skills, balance and coordination. They follow the rules of the game with confidence and work as part of a team. Furthermore, children persevere when challenges occur to build on their resilience and problem-solving.

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

- Staff and leaders offer inclusive practice. They value and celebrate all children's achievements. Staff take children's interests into consideration when planning a range of stimulating and exciting activities. The setting benefits from a robust settling-in process. As a result, staff ensure all children are happy and engage in activities that spark their curiosity and excitement.
- Staff are excellent role models for the children. They model language well and engage in meaningful conversations with children. Staff support children's independence, creativity and imaginative skills. For example, they encourage all children to make Easter cards for their parents, while discussing their own experiences around this event.
- Children enjoy exploring a game to connect four coloured disks into a large holder before their opponent. They take turns with confidence, showing high levels of respect towards their peers. Children concentrate well and continuously look for ways to make the game work. This helps support their critical thinking and problem-solving skills.
- Children behave very well and have excellent manners. For example, at mealtimes, they have opportunities to choose their favourite fruit to eat. Children understand the expectations for appropriate behaviour and how to stay safe online.
- Children have access to a wide array of small-world resources and activities to

enhance their imagination. For example, a group of children have an amazing time engaging in pretend play with cars, trucks and planes. They talk about different ways of transport and how things work. This helps broaden children's experiences and supports effective communication and language skills.

- Staff benefit from regular supervision meetings and training that enable them to develop their practice and knowledge. They feel very well supported in their role and career growth. In addition, they say they are happy working at this setting.
- Leaders have a clear and ambitious vision for their setting. They constantly reflect on their practice and strive to deliver high-quality care and inspirational activities for the children. Leaders value the staff and place great emphasis on their well-being and professional development. As a result, they have strong and effective training programmes in place, which are delivered at regular intervals.
- Partnerships with parents are strong and effective. Staff work very well with the parents to find out about the children's needs and interests. This promotes a good continuity of care and adds value to the setting's overall practice. Parents comment on how well staff and leaders communicate and praise the inspirational activities their children explore.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff and leaders have sound knowledge and understanding of safeguarding, including wider aspects such as county lines. Staff understand the importance of following the correct procedures to report any concerns to relevant professionals to protect children from harm. There is a robust induction process in place to ensure all staff complete regular and relevant training to keep their safeguarding knowledge current. Policies and procedures are effective and accurate, and reviewed regularly. They are implemented accordingly and shared with staff and parents. Staff carry out regular risk assessments to assure children's safety and welfare. Furthermore, effective staff deployment means that children are well supervised and cared for.

## Setting details

<b>Unique reference number</b>	2623304
<b>Local authority</b>	Havering
<b>Inspection number</b>	10276014
<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>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 11
<b>Total number of places</b>	45
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Sharon Williams and Kayley Harrington Partnership
<b>Registered person unique reference number</b>	RP910323
<b>Telephone number</b>	07903708764
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Abacus registered in 2021 and is situated at an infant school in Upminster, London. The setting offers care before and after school and employs five members of childcare staff. Of these, one member of staff holds appropriate early years qualification at level 3. The setting opens Monday to Friday, during term time only.

## Information about this inspection

### Inspector

Anca Sandu

## Inspection activities

- This was the first routine inspection the setting has 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 provision.
- The provider showed the inspector around the provision. They discussed how the provision, and the activities are organised.
- The inspector observed the interactions between staff members and children and assessed the impact this has on children's well-being and learning.
- Some parents met with the inspector who took into account their views.
- The inspector had a discussion with the staff members about the activities provided for all children.
- Children spoke with the inspector about the activities they were doing.
- The inspector held a meeting with the leaders. She looked at the relevant documentation and reviewed evidence of suitability of the staff to work 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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