

# Inspection of ABC Nurseries (Coventry) 20 Ltd

A B C Nurseries, 20 Rochester Road, Coventry CV5 6AD

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Inspection date: 3 March 2023

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Good

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

### **The provision is inadequate**

There is a breach of a requirement in relation to safeguarding procedures and this destabilises an aspect of practice for addressing children's safety and well-being.

Children play in a very welcoming environment. They learn to manage simple tasks for themselves and develop self-care skills. Fresh food is cooked daily, and well-planned menus mean that children continually eat healthy meals and snacks. Staff ensure that children's individual dietary needs are met so that they do not eat any food that would cause them harm. Children are physically active outside every day. Children of all ages practise their good handling skills in a variety of ways.

Children enjoy their time at the nursery. They settle quickly on arrival and engage in play that interests them. Children aged two years and older know that each of their three playrooms has a different play focus. They move freely between an art room, a role-play room and a room where they can choose and select toys, such as construction and jigsaw puzzles.

Children behave well. They learn to share and take turns. Staff acknowledge positive behaviour and children's efforts and achievements with praise. This helps to boost children's self-confidence and self-esteem. Young children are delighted when their successes while toilet training are acknowledged with claps and cheers. Friendships have formed among the pre-school children, and younger children play happily alongside their peers.

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

- Leaders and managers have received a concern about some elements of staff practice and have conducted an internal investigation. They have not followed the nursery's written safeguarding procedures because they have dealt with this entirely as a complaint without recognising that one of the points raised is an allegation.
- Leadership and management are effective with regard to staff supervision and performance management. Staff's teaching skills are good, and effective observation, assessment and planning for learning result in children being challenged well to reach the next stage in their education. Children's progress is good in readiness for their eventual move on to school.
- Children's emotional security is addressed well by staff. This is initially addressed with a gradual settling-in procedure that is agreed with parents. Parents are clear about who their child's key person is, and communication is good regarding working together to meet children's care and learning needs. However, the information initially obtained from parents focuses mainly on each child's care needs, likes and dislikes, rather than on what the child already knows and can

do. Consequently, at the onset of a child's attendance, staff do not have all available information when planning for children's learning.

- Children with special educational needs and/or disabilities (SEND) are supported well. Staff quickly identify children who are not reaching expected levels of development and take action to ensure that they receive the additional support that they need. Children's best interests are served because staff work successfully with parents and other professionals to make sure that children with SEND make as much progress as they can.
- Change for children within the nursery is addressed well. Parents are made aware in advance of their child moving rooms and they are informed who their child's new key person will be. Children are introduced gradually to new staff and their new play space. Individual care and learning needs are passed on and children are also prepared for different group expectations. For example, children aged nearly two years are provided with an open-top cup and a flat plate instead of a dish before they transition to the two- to four-year-old group.
- Babies have good opportunities to practise using their large- and small-muscle groups. They have access to climbing equipment indoors as well as outdoors. Staff challenge babies effectively to move on from grasping with their whole hand to developing a thumb and finger grip, for example by giving them small bits of food to pick up. Pre-school children use their good skills to cut up fruit.
- Children make good progress in their communication and language development. Staff interpret babies' needs well as they communicate through gestures and the sounds of their voices. They encourage babies' language development while introducing some signing. Staff use effective teaching strategies to help young children progress from putting words together to forming short sentences.
- Group times are successful in supporting pre-school children's mathematical learning, phonics knowledge and extension of their vocabulary. For example, children listen to a story that includes a character humming. The reader asks children, 'Do you know what this means,' and then, 'Can you hum for me?'
- Staff support babies' sensory exploration and encourage older children's investigative play. Older children use their hands to create a colour by mixing two colours. They put one colour on each hand, rub their hands together, and then print on paper to discover the colour they have created.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider and senior staff have deemed an allegation to be a complaint. They have not followed required procedures with regard to contacting the local authority designated officer before conducting an investigation. This potentially puts children at risk. Despite this, staff know the signs of abuse and neglect and the referral procedures to follow if they have a concern about a child. Staff are aware of their responsibilities to prevent children being drawn into situations that may put them at risk. The premises are safe and secure, so that children cannot leave unsupervised and unwanted visitors cannot gain access.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
ensure that the required procedure, which is within the nursery's safeguarding policy and procedure, is followed regarding referral to the local authority designated officer if an allegation is made against a staff member, in order to safeguard children.	10/03/2023

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

- build on the information currently obtained from parents about their child at the onset of the child's placement, to aid planning for the child's future learning.

## Setting details

<b>Unique reference number</b>	EY499014
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10277330
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	68
<b>Number of children on roll</b>	113
<b>Name of registered person</b>	ABC Nurseries (Coventry) 20 Limited
<b>Registered person unique reference number</b>	RP900949
<b>Telephone number</b>	02476672660
<b>Date of previous inspection</b>	5 April 2018

## Information about this early years setting

ABC Nurseries (Coventry) 20 Ltd registered in 2016. The nursery employs 29 members of childcare staff. Of these, 26 hold appropriate early years qualifications ranging from level 2 to level 6. The nursery opens from Monday to Friday all year round, except for bank holidays and one week over the Christmas period. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jan Burnet

## Inspection activities

- This was the first routine inspection the nursery 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The provider and a deputy manager completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children spoke with the inspector during the inspection.
- 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 looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector took account of parents' views.

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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