

# Inspection of Abbotts Day Nursery

49 All Saints Road, CHELTENHAM, Gloucestershire GL52 2HF

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Inspection date: 12 January 2023

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

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**

Children's safety is at risk because leaders do not do enough to ensure that the premises remain secure at all times. Partnerships with parents are not effective because leaders do not ensure relevant and accurate information about children, particularly those with special educational needs and/or disabilities (SEND), is shared with parents.

While staff provide some children with a curriculum that helps them to make progress, children with SEND are not receiving the support they need. This is because plans in place to provide them with support are not relevant or realistic.

Children understand the behaviour expectations set by staff and are respectful to their peers and the adults that care for them. They enjoy each other's company. However, weaknesses in the support for children with SEND mean they are not being given the help they need to successfully engage in their learning.

Children have a good knowledge of their daily routines. They separate from their main carers well. Older children enter the setting each morning and select their own breakfast, developing independence and confidence in their abilities. Staff support children to be independent from a young age.

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

- Leaders know what they want most children to learn in readiness for starting school. Most children benefit from a curriculum that builds on their existing learning. For example, children in the pre-school room can access a wide range of activities and resources that engage them imaginatively and encourage their communication. However, the manager does not ensure that the curriculum successfully builds on what all children already know and can do.
- The curriculum for children with SEND is not as effective. This is because leaders do not take sufficient account of what children with SEND already know and can do when identifying what they need to learn next. As a result, staff are not able to target the support they provide to ensure that children with SEND make good progress.
- The manager does not monitor staff practice and is unaware of the weaknesses in the delivery of the curriculum for children with SEND. She does not do enough to ensure that staff are able to help all children make the progress they need.
- Communication with parents is not successful. The manager does not give children's key persons the opportunity to share important information with parents about their child's day and how well they are progressing. Parents comment that this leaves them feeling 'disconnected from their child's development', as they are not kept informed about the progress their child is

making. It also means they are unable to build on what their child is learning at nursery.

- The rooms are well resourced. This engages the children and encourages their imaginations as they role play and interact with each other. Children in the pre-school room enjoy access to sand, gluing, and construction play. Younger children benefit from some sensory play and support from staff to develop their emerging language. However, there are occasions when staff do not build on children's interests, particularly during story times and messy play activities in the pre-school room, to engage all children and extend conversations.
- The setting embraces the outside world by exploring other cultures. Children have celebrated Chinese New Year and Diwali, helping them to learn about diversity and some aspects of the wider world.
- Weaknesses in the security of the front door mean that children are able to leave the setting unsupervised and unauthorised people are able gain entry. This is because the manager leaves the front door open and unattended when parents come to collect their children.
- Pre-school children explore the garden. They enjoy activities such as riding bikes, exploring the mud kitchen, and climbing on the wooden bridge. They enjoy playing catch and watching the clouds. Staff talk to them about the surrounding area, where they can see houses and a church.

## Safeguarding

The arrangements for safeguarding are not effective.

A lack of security of the premises at collection times means that children are not kept sufficiently safe. However, all staff have completed training in safeguarding children. They have a good knowledge of how to respond if they have a safeguarding concern. Staff know to report any incidents and thoroughly document any concerns. They secure children's documents well to protect children's right to confidentiality.

## 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:**

	<b>Due date</b>
improve door security to ensure that children cannot leave unsupervised and that unknown adults cannot gain access	13/01/2023
improve the key-person system to ensure that important information is shared between parents and staff to support children's learning	16/02/2023

ensure that children with SEND receive a curriculum that appropriately targets their next steps in learning, so they make the progress they are capable of.	16/02/2023
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## Setting details

<b>Unique reference number</b>	101533
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10263052
<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>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	37
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Kemple, Marguerita Dora Mary
<b>Registered person unique reference number</b>	RP513037
<b>Telephone number</b>	01242 515702
<b>Date of previous inspection</b>	19 April 2017

## Information about this early years setting

Abbotts Day Nursery in Cheltenham registered in 2001. It is managed by the owner. The nursery opens Monday to Friday, from 7.45am to 5.45pm, 50 weeks of the year, excluding bank holidays. The nursery receives funding to provide free early education for children aged two, three and four years. There are eight members of staff working directly with the children. Of these, six have appropriate early years qualifications, including the manager, who holds early years professional status and qualified teacher status.

## Information about this inspection

### Inspector

Michelle Oram

## 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 of the setting to discuss the curriculum.
- The inspector observed and had discussions with children to seek their views.
- The inspector observed the quality of staff practice and spoke with staff at appropriate times during the day.
- The inspector and deputy manager took part in a joint observation to review staff practice.
- A leadership and management meeting was held with the inspector.
- The inspector reviewed appropriate documentation, including records regarding the suitability of staff working within the setting.

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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