

Inspection of ABC Early Learning & Childcare Centre UK Ltd

87 Bilbrook Road, Codsall, Wolverhampton WV8 1EP

Inspection date: 6 April 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 Inadequate

What is it like to attend this early years setting?

The provision is good

This is a nursery where staff care deeply for children. Groups of children, such as those with special educational needs and/or disabilities (SEND) and children who speak English as an additional language flourish from their starting points.

Children's relationships with staff are warm. They seek out familiar adults for cuddles and reassurance. Key persons know children well and tailor care to their needs accordingly. For example, when children need additional emotional support because of the arrival of a new sibling at home, they receive this from nurturing staff.

The curriculum promotes children's good personal development. This includes children's independence skills that they develop through a sequence of learning over time at the nursery. Young children have a go at doing things for themselves. By the time children get ready to leave the nursery to start school they are independent in managing their own care needs, such as toileting and handwashing.

Children's behaviour at nursery is positive and any rare incidents of dysregulated behaviour is managed sensitively by staff. The relationship between staff and children is founded on the principle of respect.

Parents are very happy with the care and education their children receive at this nursery. They feel valued and welcomed. Parents talk about the excellent communication from staff which helps to assure them about their children's development and progress.

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

- Leaders and managers have taken effective action to address weaknesses identified at the last inspection. They have implemented procedures to assure children's safety and welfare. The nominated individual has worked closely with both the company and nursery managers to monitor improvements.
- Leaders have a vision for sustained and ongoing improvement through accurate evaluation. They are coaching less experienced staff well. This helps to ensure that newly appointed or less qualified staff gain the knowledge and skills they need over time. While staff development remains a high priority for leaders. There is scope to strengthen teaching through further professional development to raise the quality of education to a higher level.
- Staff report positive well-being, and that they feel valued. Leaders have taken effective steps to reduce staff workload, such as reducing the number of unnecessary written observations. This means staff spend more time working directly with children.

- Leaders have devised a curriculum that is well-designed and ambitious for all, including children for whom the provider receives additional funding. Staff know children well; they effectively use assessment to plan next steps to help children to make good progress. For example, they consider favourite activities and particular interests in planning and make extra, tailored resources to help support children's learning.
- Leaders strive for children to be engaged and motivated learners who think critically and this is integral to the curriculum. However, in the junior rooms, the curriculum is not consistently delivered to support children's individual styles of learning at the highest level. Leaders have identified this through their own self-evaluation and are starting to address this.
- Overall, there is a strong focus on reading and promoting a love of books through the curriculum for all ages. Staff and older children explore new and 'tricky' vocabulary from stories together explore what 'sly' means. Staff support toddlers to use books as a point of reference to assist in the acquisition of essential knowledge, including recognition of colours. Babies enjoy looking at colourful pictures in a large book. They giggle with delight when staff 'quack' like a duck while sharing a book about farm animals.
- The identification and support for children with SEND is a real strength at this nursery. Observation and assessment for these children is effective and means that areas for progress are swiftly highlighted. Experienced and knowledgeable staff prioritise support for children where there are concerns about development. They use a range of teaching methods to tailor their teaching.
- Staff get to know children and families well from the outset. They use the information gained to plan activities that help to broaden children's experiences. For example, children have benefitted from visits from local police officers to learn about their roles. This also helps to teach children to have respect for those in authority and to prepare children for life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to identify concerns about a child's welfare and leaders support families to access the support they need. Leaders manage safeguarding well. They follow safer recruitment procedures to help to ensure staff suitability. They understand their roles and responsibilities to respond to concerns that may arise about staff. There is a strong commitment to ensuring staff have an up-to-date safeguarding knowledge. The premises are safe and secure, and staff implement and follow effective risk assessment. Staff supervision of children helps to ensure their safety while at nursery. The curriculum helps children to learn how to keep safe, such as when crossing the road.

What does the setting need to do to improve?

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

- implement plans to build further on the quality of education in the junior rooms to deliver the curriculum through children's individual styles of learning and promote children's engagement, motivation and curiosity to an even higher level
- raise staff's knowledge and skills through ongoing plans for professional development to build on the overall good teaching already in place across the nursery.

Setting details

Unique reference number	EY471894
Local authority	Staffordshire
Inspection number	10267403
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	170
Number of children on roll	102
Name of registered person	ABC Early Learning & Childcare Centre UK Ltd
Registered person unique reference number	RP904912
Telephone number	07977463615
Date of previous inspection	14 November 2022

Information about this early years setting

ABC Early Learning & Childcare Centre UK Ltd registered in 2013 and is one of two settings operated by ABC Early Learning & Childcare Centre UK Ltd. The provider employs 27 members of childcare staff. Of these, 21 hold relevant childcare qualifications. The nursery opens Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm.

Information about this inspection

Inspectors

Scott Thomas-White
Juliette Freeman

Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- The deputy manager, manager and one of the inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspectors during the inspection. The inspectors talked to staff at appropriate times during the inspection and took account of their views. Parents shared their views of the setting with the inspectors.
- Inspectors spoke with the nominated individual, operations manager, development manager, manager and deputy manager about the leadership and management of the setting.
- The special educational needs coordinator spoke to one of the inspectors about how they support children with SEND.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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