

Inspection of A B C Day Nursery & Pre School Ltd

14 Wigorn Road, Smethwick, West Midlands B67 5HN

Inspection date: 1 August 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

There is a calm, happy and sociable atmosphere at this nursery. Staff are excellent role models. They have high expectations for all children and want them to flourish through high-quality learning experiences. Children develop warm and trusting relationships with their key person and each other. Staff are committed to helping every child succeed and are attentive to their needs. As a result, all children, including children with special educational needs and/or disabilities (SEND), feel well supported and show positive attitudes towards learning.

Children behave really well. They play cooperatively with each other and respond well to the routines and boundaries in place. Children thrive on the praise they receive from staff for their efforts and achievements. This helps to build their self-esteem and confidence.

Children are highly motivated to play and learn. They benefit from interesting activities, which are tailored to their interests. Children show good levels of concentration and are keen to take on new challenges. For example, children in the pre-school room persevere to use spoons and scoops to put balls inside different-sized containers. Toddlers have a go at connecting different magnetic blocks together, and pre-school children use tweezers to pick up water beads.

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

- Children have access to a balanced and broad curriculum. Staff provide children with a range of exciting and interesting opportunities that develop children's curiosity for learning. Staff demonstrate that they know the children well and can talk about where children are in their development. However, while staff are generally able to discuss the curriculum intentions, their teaching does not consistently focus on what they want children to learn next.
- The manager has an ambitious vision for the nursery. She regularly evaluates the quality of the provision and identifies strengths and weaknesses in practice. Staff are supported to improve their performance through coaching, supervision and training. There are clear systems in place to ensure consistency within the nursery. However, the deputy managers do not receive enough training and support to enable them to fulfil some parts of their role confidently and develop an oversight of the whole nursery. As a result, they are not always aware of where to find some pertinent information when the manager is not present.
- Children develop good communication and language skills. Staff support children's early language development through fostering a love of books, songs and rhymes. Staff take every opportunity to extend language, introducing new words and engaging children in meaningful conversations. For example, when exploring tubes, staff introduce the word telescope to pre-school children.

Toddlers take turns to choose a song from the 'song bag' and join in with words and actions. Children in the pre-school room find out about animals that hatch and refer to non-fiction books for information.

- Staff use everyday opportunities to develop children's mathematical skills. For example, when rolling balls down pipes, staff count how many there are and predict with the children how they can make them go faster.
- Staff are good role models for children. They are kind and nurturing. There is an effective key-person system in place. Staff spend quality time with children to establish secure relationships, supporting them to feel safe and secure. Key persons successfully meet children's individual needs.
- Relationships with parents are positive. Staff gather information from home about children's achievements, interests and routines on an ongoing basis to provide a personalised experience for all children. Staff share information with parents on how they can support their child's learning at home.
- Children with SEND are supported well. Staff listen to parent concerns and seek advice promptly. They recognise and identify any concerns early on, working closely with the local authority to get additional support as needed.
- Children's independence is nourished from a very early age. They enjoy carrying out tasks for themselves. Staff ensure that mealtimes are social occasions. Children sit together at tables. They are supported by staff to develop conversation skills with friends. Children are developing an understanding of healthy lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff employed by the nursery are suitable. They carry out a robust induction process to ensure that staff adhere to the setting's policies and procedures. Staff have a secure understanding of the signs and symptoms that could indicate that a child may be at risk of harm. All staff have a good knowledge of the safeguarding procedures they should follow. They know who to report concerns to, including if they have a concern about a member of staff. Staff risk assess the premises continuously, which ensures that children can play and explore in a safe environment.

What does the setting need to do to improve?

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

- support staff to have a clearer understanding of the curriculum intent so that their teaching consistently focuses on what they want children to learn
- enhance the leadership skills of the deputy managers and increase their levels of confidence and oversight of the whole nursery's provision and systems.

Setting details

Unique reference number	255132
Local authority	Sandwell
Inspection number	10289477
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	50
Number of children on roll	47
Name of registered person	A B C Day Nursery & Pre School Ltd
Registered person unique reference number	RP903273
Telephone number	0121 429 1996
Date of previous inspection	27 November 2017

Information about this early years setting

A B C Day Nursery & Pre School Ltd registered in 1991. It opens Monday to Friday, from 7.30am until 6pm, all year, except for bank holidays. The nursery employs 16 staff, of whom 10 hold relevant early years qualifications at level 3 and level 4. The nursery receives funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector
Carli Mccallin

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 deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of teaching and the interactions between staff and children and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the deputy manager.
- Parents shared their views of the setting with the inspector.
- The manager shared relevant documentation with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023