

Inspection of Abacus Day Nursery

44 Neal Avenue, ASHTON-UNDER-LYNE, Tameside, Lancashire OL6 6PB

Inspection date: 24 October 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Managers and staff work extremely hard to understand children's starting points and interests. They plan the curriculum with activities that are interesting and engaging for children. For example, staff notice young children enjoy the home area. They encourage children to extend this into a sand activity. Children carefully scoop sand into a cup. They are motivated and concentrate well. Staff are skilful as they engage with children during play. They encourage children to carefully place cereal hoops onto a spaghetti stick. This helps children to develop their small finger muscles and hand-eye coordination. Staff consistently extend children's learning. For example, they support children to count how many cereal hoops they have used. Children are learning about numbers. Staff have high expectations for children's behaviour. They role model good behaviour, and when there are disagreements, staff quickly intervene. They encourage children to think about behaviour that will make them and their friends happy. Children learn to take turns and share. They show consideration for others.

The setting uses its outdoor space well to encourage children's large-muscle development. Younger children use wheeled toys, while older children practise balancing. The use of outdoor areas is carefully planned to allow all children to safely access outdoor learning. For example, space is divided so older children can be physically active, while less mobile children can safely explore outdoor environments. Staff plan well for children to have tremendous fun as they learn at this warm and welcoming setting.

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

- Managers support staff to identify training that will build on their knowledge. Staff have used learning from recent training to extend children's experiences in the outdoor environment. They have noted that this has encouraged children, especially boys, to engage more in their learning outdoors.
- Strong working partnerships have been developed with parents and other professionals. These partnerships help staff to adapt their teaching in response to children's needs. For example, staff use a communication board to aid children's understanding. This supports children with special educational needs and/or disabilities to make good progress in their learning.
- A robust hygiene policy is in place. For example, children are encouraged to use a tissue to blow their nose, and they are reminded to put the tissue in the bin. However, children are not always fully supported to understand how to keep themselves and others healthy. For example, they are not helped to understand the importance of washing their hands after blowing their nose.
- Staff promote children's independence as they progress through the setting. For example, babies use spoons and lidded cups at mealtimes, while pre-school

children use knives and forks to eat and an open cup for their drink. Children develop self-care skills that will help them as they move on to school.

- Staff consistently support children's knowledge of mathematics during play. For example, staff work with children to set up a shop, and they encourage children to use play money. Children build their knowledge as they identify the numbers on the coins and notes.
- Books and songs are used to help develop children's language. Staff read stories well, and children join in story times with enthusiasm. Children recall regular phrases, demonstrating lovely memory skills. However, on occasion, staff do not use their conversations with children to fully support them to develop their thinking and communication skills.
- Children are encouraged by staff to learn about their community. They discuss family events and trips out. Children bring photos from home to share with friends. The setting invites people from the community for visits. For example, the local police recently visited the setting. Children develop knowledge about their community and people who help us.
- Children's health is well considered. The setting has achieved a healthy eating award from the local authority for the meals it provides. Staff plan fun dance and movement sessions for children. Children talk about feeling tired after exercise. They say they need to be 'recharged like a battery'. Children know that a drink of water and a rest will help them to feel recharged. Children are learning about healthy lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff know and understand their role and responsibilities in keeping children safe from harm. All staff regularly update their safeguarding knowledge by attending relevant training. Managers and staff know the signs and symptoms of abuse, and they know what to do should they be concerned about a child's welfare. All staff hold current paediatric first-aid certificates, and they know what to do in the event of an emergency. Robust procedures are in place for children with allergies. This helps to minimise the risk of children having an allergic reaction. The setting is secure, and children cannot enter or leave the setting without supervision.

What does the setting need to do to improve?

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

- strengthen all children's understanding of how to help to keep themselves and others healthy
- consider the use of communication strategies, to broaden children's thinking skills and to further develop children's speech and language.

Setting details

Unique reference number	EY335501
Local authority	Tameside
Inspection number	10308203
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	71
Number of children on roll	48
Name of registered person	J & K Nursery's Ltd
Registered person unique reference number	RP902642
Telephone number	0161 3440068
Date of previous inspection	14 March 2018

Information about this early years setting

Abacus Day Nursery registered in 2006. It is located in the Ashton-under-Lyne area of Tameside. The nursery is open Monday to Friday from 7.30am to 6pm. It is closed on bank holidays and over the Christmas period. The nursery employs 12 members of staff. Of these, one holds an appropriate early years qualification at level 6, three hold a qualification at level 5, one at level 4, four at level 3, and two at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Richards

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.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to/communicated 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 manager and the inspector carried out a joint observation.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Parents shared their views of the setting 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.

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