

Inspection of Abacus Early Learning Nursery

7 Drewstead Road, London SW16 1LY

Inspection date: 27 October 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

Managers and staff plan a variety of enriching trips for children to discover and explore their local area. For example, children visit the Saatchi Gallery and the Natural History Museum. Children regularly carry out performances at the local theatre. When children visit the Natural History Museum, they are fascinated to see dinosaur bones. Staff extend children's knowledge on return to the nursery by planning dinosaur activities. These real experiences help children to remember long term what they have learned.

Children enjoy warm and nurturing relationships with staff who they know well. In the baby room, staff secure strong bonds with babies as they help them to explore sensory materials. Babies sit on the laps of staff as they read stories. Outside, staff praise toddlers as they teach them to ride on wheeled toys. Children giggle with delight as they celebrate their success. Children have positive attitudes to learning. They behave well.

Staff have high expectations of children. They plan challenging opportunities for children to learn new language. Pre-school children learn the words 'lava' and 'eruption' as they conduct science experiments. They brim with excitement as the lava spills over the 'volcano'. Children practise new words they have heard through back-and-forth conversations with their friends.

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

- Managers create a curriculum with a clear intent. This is effectively shared across the nursery. All staff share the vision for promoting children's knowledge through high-quality, real experiences. They plan activities which extend children's knowledge and skills. Children are well prepared for the next stage of their education.
- Staff understand how young children learn. They are able to identify any gaps in learning. When children need additional support with an area of learning, staff work with external agencies. Children with special educational needs and/or disabilities are well supported.
- Staff find out what children know and can do. They use this to plan activities that focus on children's next steps. Managers successfully track the progress of all children to identify gaps in learning. Children reach their milestones and make good progress.
- Staff understand how to support children to learn new language. Overall, the quality of interactions across the nursery is high. However, on occasion, staff do not always thoroughly check children's understanding of concepts or words. Not all children are able to confidently apply their new knowledge in their play.
- Staff create opportunities for children to be physically active. Children spend

extended periods of time in the garden and walk to the local forest to explore the large open space and natural materials. Children are learning about the world around them as they notice changes throughout the seasons. Children run and explore; they learn about road safety as they listen to adults and follow their instructions.

- Managers effectively organise the setting and share their vision with staff. However, on occasion, staff are not effectively deployed to maximise children's learning. Not all children benefit fully from interactions with staff.
- Parents are happy with the care that children receive at the nursery. They report that the information that they receive helps them to extend their children's learning at home. In particular, parents say that children are developing social skills. They say that they are learning to share and take turns.
- Staff create a culture of respect and tolerance for others. They plan a wide variety of opportunities for children to learn about other people and communities. This includes inviting visitors to the nursery to share their experiences. Children learn about what makes them unique and celebrate their similarities and differences.
- Managers work with staff to identify their learning styles. They take this into account when planning regular training opportunities for staff. Staff have recently completed training on outdoor play and behaviour management. The knowledge and skills of staff continue to improve over time.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand how to recognise signs that a child may be at risk of abuse or harm. They know how to report their concerns to the appropriate authorities. Staff regularly attend training to help keep their knowledge and skills up to date. They know the action to take in the event of an allegation being made against an adult. Staff create opportunities to teach children about personal safety, both in the setting and on trips and outings.

What does the setting need to do to improve?

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

- strengthen peer-to-peer observations to enhance the teaching of new concepts and vocabulary to all children
- further develop the deployment of staff so that all children reach the best possible outcomes in adult-led activities.

Setting details

Unique reference number	EY369257
Local authority	Lambeth
Inspection number	10308248
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	65
Number of children on roll	69
Name of registered person	Abacus Kindergarten Limited
Registered person unique reference number	RP527791
Telephone number	0208 6779117
Date of previous inspection	1 March 2018

Information about this early years setting

Abacus Early Learning Nursery registered in 2008. The nursery employs 18 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector
Kate Daurge

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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