

Inspection of Abacus Nursery School Bromsgrove Ltd

Barnsley Hall Drive, Bromsgrove B61 0EX

Inspection date: 23 October 2023

Overall effectiveness	Inadequate
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Staff have a poor knowledge and understanding of risk assessment. Children are at risk from potential hazards in the environment. The manager, who is also the provider, does not ensure that staff implement suitable and safe sleeping practice for the youngest children. This compromises the safety and welfare of babies and children.

Despite safeguarding weaknesses, children are happy and enjoy their time at nursery. They are eager to play and learn. Although staff do not promote children's physical safety sufficiently, they do place a sound focus on supporting children's emotional development. Staff are warm and caring. New children settle quickly. Staff encourage parents to spend time with their children in the nursery before they join. They gather information from parents about children's routines and preferences. Children benefit from gradual settling-in sessions. As a result, new children settle quickly. Staff support children to behave well. Children are learning to take turns and share resources.

Staff promote children's physical skills well. Children enjoy building and balancing on beams outside. They run around freely, throw bean bags at targets and ride wheeled toys with excitement. Staff support children to develop the skills needed for writing in the future. Children make marks as they draw pictures of pumpkins with pens. They are beginning to recognise their names and attempt to copy them.

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

- Risk assessment in this nursery is poor. The manager does not ensure that staff identify and minimise dangers to children's safety. Babies and children are at risk of strangulation from numerous items in their playrooms. There are several loose and hanging wires from electrical items, such as fans, speakers and lamps. Children have easy access to equipment which could compromise their safety, such as strings, belts and long handbag straps.
- The manager does not ensure that staff place babies to sleep on bedding which is in line with the latest government safety guidance. Babies sleep in plastic beds designed for dogs, which have a very soft and fleecy base. This compromises the health and welfare of babies.
- Despite safety issues, overall, staff implement sound educational programmes. There is a strong focus on developing children's communication and language skills. Staff model words and sounds for babies. They encourage babies to play with musical toys and instruments to expose them to different sounds. Staff engage older children in conversation, stories and singing sessions.
- Staff get to know children and their families well. They have a sound understanding about what children enjoy and what they have already achieved.

This helps staff to focus their planning effectively on what individual children need to learn next. The provider reflects on some aspects of teaching practice and makes changes. For example, recently toddlers and pre-school children, who used to be separated, have been joined together. However, staff do not yet consistently adapt their teaching to suit the different ages of children when working in this newly formed mixed toddler and pre-school group, to help children make the best possible progress.

- Children choose toys and resources they want to play with. However, overall, staff carry out too many tasks for children which they are capable of doing for themselves. As a result, staff do not fully promote children's independence to help prepare them for the next stage in their learning, including school.
- Staff use effective strategies to manage children's behaviour. They offer support and explanations to children and praise positive behaviour. Simple nursery rules, such as walking when indoors, help children to learn what is expected of them.
- Children with special educational needs and/or disabilities receive dedicated support. Staff establish good working relationships with other professionals involved in children's care. They invite physiotherapists and speech and language therapists into the nursery to see children. Staff work with other agencies to implement targeted plans. As a result, all children, including those in receipt of additional funding, make good progress from their starting points.
- Staff develop sound partnerships with parents. They invite parents into the nursery and share daily information, both verbally and electronically. Parents comment that their children enjoy attending and are making progress in their learning. This promotes continuity of care. Parents support their children to extend their learning at home. For example, during group time, children show their friends a collection of autumnal items they gathered with their family.

Safeguarding

The arrangements for safeguarding are not effective.

Weak risk assessment and poor sleeping practice puts babies and children at risk of harm. Ineffective record keeping further compromises the welfare of children. Staff do not maintain an accurate daily record of children's attendance. This compromises children's safety in the event of an emergency evacuation. That said, staff do have a suitable understanding about safeguarding in respect of how to keep children safe from abuse and neglect. They are aware of different types and signs of abuse. Staff know the procedures to follow in the event of any concern about children or allegations against staff. The manager implements sound recruitment practice to ensure that staff working with children are deemed suitable.

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:

	Due date
improve knowledge and understanding of risk assessment and implement effective procedures to support staff to minimise and remove any risks to children's safety	27/11/2023
implement safe sleeping practice and ensure that infants are placed down to sleep safely in line with the latest government safety guidance	27/11/2023
maintain an accurate daily record of children's hours of attendance.	27/11/2023

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

- support staff to adapt their teaching effectively when working with children of mixed ages
- place a stronger focus on promoting children's independence.

Setting details

Unique reference number	2648719
Local authority	Worcestershire
Inspection number	10308667
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	40
Number of children on roll	43
Name of registered person	Abacus Nursery School (Bromsgrove) Limited
Registered person unique reference number	2648718
Telephone number	01527570063
Date of previous inspection	Not applicable

Information about this early years setting

Abacus Nursery School Bromsgrove Ltd registered in 2021. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery employs 10 members of childcare staff. Of these, six hold relevant childcare qualifications at level 3 and one holds a qualification at level 2. The manager has achieved early years professional status. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Trisha Turney

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector and the owner, who is the manager, completed a learning walk to understand how the setting operates and how the curriculum is organised.
- The inspector completed a joint observation with the manager, where they evaluated the quality of teaching and practice together.
- The inspector spoke with staff and parents at appropriate times during the inspection.

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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