

Inspection of ABC Day Nursery

Onward Street, Hyde, Cheshire SK14 1HW

Inspection date:

22 November 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

Children receive a warm welcome on arrival. They have strong relationships with their key person. They feel safe and secure and settle quickly. Staff know all the children extremely well. They create quality learning experiences that link to children's specific interests and needs. For example, pre-school children are showing an interest in superheroes. Staff read the book 'Supertato' to expand children's understanding and development in literacy. Children behave well. They happily play alongside each other. Staff support them to talk about how they feel. They learn to take turns, make their own choices, and regulate their own behaviour. Children feel valued and listened to.

Communication and language skills are well supported. Babies chuckle as they anticipate the action of the word 'go', rolling a ball to their key person. Toddlers recite the nursery rhyme 'Miss Polly had a dolly' and explore props linked to this theme. Staff model new words, such as 'stethoscope' and 'tweezers'. The setting places a high priority on supporting a love of books. Children engage in regular story time sessions. They take their favourite books home to share with parents. Children are developing the crucial skills needed to help them communicate well.

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

- The curriculum for supporting communication and language is strong. Individual plans are in place for those children who need a little extra support. Focused sessions support children's next steps in learning. As such, children make good progress in this area.
- Staff observe that children need additional help to manage their social and emotional skills. They support them to share, take turns, and use kind words. Children listen to classical music when a violinist visits the setting. This helps them to feel calm and relaxed.
- Children develop their physical skills as they play. Babies build up core strength as they balance and take first steps using the equipment as an aid. Older children balance, run and jump in the outdoor area. Toddlers enjoy enclosing themselves inside den spaces. They are learning to exercise and move their bodies in a variety of ways.
- Literacy is well supported. Toddlers recognise a supermarket sign and relate it to going shopping. Staff visit children at home and share ideas with parents about reading stories. Children are learning the skills needed to be successful readers.
- Children in pre-school compare the sizes of pumpkins and enjoy noting the weight of each one. Staff teaching supports them to understand how one pumpkin is too heavy for the digital scales. The curriculum to support mathematical learning with younger children is not as strong. This means children do not always have as many opportunities to learn and develop in this

area.

- Children learn about healthy lifestyles. They learn about the ingredients of the dal curry they are eating. All children have access to the outdoor environment daily. They use the resources available to run, jump, climb and balance. This supports children's physical health and well-being.
- The setting supports inclusive practice. For example, children celebrate Diwali. Parents visit and make traditional food with the children, to taste and take home. Children are learning all about life in the diverse community around them.
- The special educational needs coordinators (SENCOs) at the setting strive to get good outcomes for children. They work with other professionals to coordinate the best possible support. They use visual prompts and sign language to help children feel settled. As a result, children with special educational needs and/or disabilities (SEND) do very well.
- The management team places staff well-being as a high priority. Members of the team enjoy going swimming together to help them feel relaxed. Staff have regular catch ups with management to support and enhance their practice. They enjoy their roles and, as a result, the setting is a happy place for children to learn and develop.
- Partnerships with parents are strong. They receive regular updates about what children are learning in the setting. For example, they find out what nursery rhymes their children are enjoying. This helps them to support their children further with this learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to keep children safe. All staff have a paediatric first-aid qualification. Risk assessments are undertaken to ensure the environment is free of any hazards. Regular training is sought to keep safeguarding knowledge fresh and up to date. Staff are aware of procedures to follow if they have a concern about a child's welfare. They also know what to do if an allegation is made against a member of staff. The setting is secure. CCTV is in place throughout the nursery. Staff can use walkie-talkies to communicate with each other in an emergency. Children are kept safe and secure.

What does the setting need to do to improve?

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

- review the curriculum in mathematics to ensure that all children have ample opportunities to learn in this area.

Setting details

Unique reference number	EY494847
Local authority	Tameside
Inspection number	10304909
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	1 to 5
Total number of places	50
Number of children on roll	42
Name of registered person	ABC Hyde Limited
Registered person unique reference number	RP534985
Telephone number	01616376575
Date of previous inspection	5 February 2018

Information about this early years setting

ABC Day Nursery registered in 2015. The nursery employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, two hold qualifications at level 4, two at level 3, and one holds a qualification at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sharon Walton

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.
- Children spoke to/communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The SENCo spoke to the inspector about how they support children with SEND.
- 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 deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The manager and inspector carried out a joint observation of an activity and discussed the impact on children's learning.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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