

# Inspection of Abacus Day Nursery

Silverstone Crescent, Stoke-On-Trent ST6 6XP

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Inspection date:

13 December 2023

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

There have been some changes to management since the last inspection. Weaknesses across the nursery have been identified by the provider and manager and are starting to be addressed. However, any improvements that are being made are in their infancy and not yet embedded consistently across the nursery.

The curriculum is not fully implemented by the staff team, and the opportunities offered to children are not differentiated to meet the learning needs of all children. This means that children do not make as much progress as they could. Staff are not deployed effectively during daily routines. Babies are not always supervised appropriately while eating and are often waiting unnecessarily at mealtimes. Sleeping materials are not in good enough condition to ensure they are hygienic for children.

Despite these weaknesses, children are comforted by staff when they are upset, and they appear happy and settled. They show confidence in the environment and are keen to engage with the activities on offer. They develop their imaginations during play as they use toy phones to pretend to talk to their parents. Staff join in and ask children what their parents have been doing. Children make pretend cakes and share these with one another in the home corner.

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

- Staff support children during play. They sit with children to sing songs and take an interest in what they have chosen to play with. There are times of the day, however, when staff are not deployed effectively to support the needs of all children. For example, babies sit waiting for prolonged periods at mealtimes and wander around waiting to be settled to sleep. This makes parts of the daily routine feel disorganised and leaves children unsettled.
- Children learn to develop their independence. Older children self-serve at mealtimes and are encouraged to take care of their own personal needs. Staff help younger children who need support at mealtimes. However, babies are not always appropriately supervised while eating. For example, while staff start to settle some children to sleep, others are left at the table alone and can access food that has fallen onto the floor. This leaves children at risk of eating or coming into contact with food to which they may be allergic.
- Children behave well. They are reminded of the rules they should follow and are learning to take turns and play cooperatively.
- Parents are generally happy with the care their children receive. They comment that their children are happy to attend, and they know who their child's key person is. However, some parents comment that they do not get much information about what their child has been doing during their day or what stage

of learning they are at. This does not provide consistency of care for children.

- Staff follow suitable hygiene routines when changing children. They ensure that children wash their hands before eating and that surfaces are regularly cleaned. However, some sleep mats are ripped, and although covered with a clean sheet, they cannot be cleaned sufficiently to prevent cross-contamination. This has the potential to impact on children's health.
- The provider and manager provide regular supervision meetings for staff. They identify training courses that may be suitable for staff to complete. However, these are not always focused specifically on improving staff's teaching skills. Staff have limited knowledge of what children know and need to learn next. They do not always provide opportunities for children that are suitable to meet all their learning needs. For example, older children in the baby room often wander around and are not engaged in purposeful play or learning. This means that children do not make as much progress as they could.
- The provider and manager are aware of what changes need to be made to improve the quality of experiences for children. They have started to implement action plans, and the impact of this is evident in some areas of practice. However, due to staff changes, there has not been enough time to fully embed these improvements across the nursery.

## Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders understand their safeguarding responsibilities. They recognise the signs and symptoms of abuse and/or risk and know what procedures they should follow if a concern arises. They understand the importance of recording information and know the procedure for responding to any allegations made against a member of staff. Staff and managers carry out risk assessment procedures and remove any hazards that are identified in the environment to ensure it is safe for children. Leaders explain procedures for evacuation in the event of a fire, and fire exits are always accessible. Leaders ensure that staff have up-to-date safeguarding training. This helps to keep children safe.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

|  | Due date   |
|--|------------|
| ensure children are appropriately supervised, particularly when eating                       | 05/01/2024 |
| improve hygiene practices to ensure sleeping materials are suitable for children to sleep on | 05/01/2024 |

|   |            |
|---|------------|
| provide support and coaching to improve staff's knowledge and teaching skills so that they know how to meet children's individual care and learning needs | 31/01/2024 |
| improve the organisation of routines to ensure staff are deployed effectively so that children are not waiting unnecessarily during meal and sleep times. | 31/01/2024 |

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

- strengthen partnerships with parents to ensure all parents regularly receive information about their children's learning and care.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                     | EY554326                           |
| <b>Local authority</b>                             | Stoke-on-Trent                     |
| <b>Inspection number</b>                           | 10321718                           |
| <b>Type of provision</b>                           | Childcare on non-domestic premises |
| <b>Registers</b>                                   | Early Years Register               |
| <b>Day care type</b>                               | Full day care                      |
| <b>Age range of children at time of inspection</b> | 0 to 4                             |
| <b>Total number of places</b>                      | 50                                 |
| <b>Number of children on roll</b>                  | 69                                 |
| <b>Name of registered person</b>                   | Purley Red Ltd                     |
| <b>Registered person unique reference number</b>   | RP554325                           |
| <b>Telephone number</b>                            | 01782822800                        |
| <b>Date of previous inspection</b>                 | 7 September 2023                   |

## Information about this early years setting

Abacus Day Nursery registered in 2017. It is located in Packmoor, Stoke-on-Trent. The nursery opens Monday to Friday, all year round. Sessions are from 7am to 6pm. There are 14 members of childcare staff employed. One of these holds qualified teacher status and eight hold qualifications at level 3. The nursery provides early education funding for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Christine Ward

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and manager about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during tea time.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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.

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