

Inspection of Abbs Cross Day Nursery

4

Lowen Road, Rainham, Essex RM13 8QD

Inspection date: 14 March 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children arrive happily and separate well from parents at this friendly nursery. They arrive eager to see their friends and engage in the activities on offer. Staff have high expectations of children including children with special educational needs and/or disabilities (SEND). Children are kind to each other and follow the rules in place. Children are well behaved and listen to reminders from staff about waiting their turn and sharing resources. They show good levels of concentration and are familiar with well-established routines.

Children have strong relationships with staff and feel safe and secure in their care. Staff play alongside children and ensure that all are included. They check in with quieter children at regular intervals and include them in small group story time. This helps to build children's confidence and self-esteem.

Staff teach children about their feelings throughout the nursery. Children are encouraged to express themselves and describe what makes them happy, sad or angry. This encourages children to learn to self-regulate their emotions.

Staff quickly identify gaps in children's learning and ensure that they are offered opportunities to build on their learning in a meaningful way,

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

- The leadership team are experienced and knowledgeable. They prioritise supporting staff's well-being and offer training opportunities in order for them to offer children the best care and education. The manager is a good role model for staff and children. Additional staff have been recruited to allow her time to work alongside staff. This offers staff a 'hands-on' approach and an opportunity for staff to grow and develop.
- A well-planned curriculum is on offer to children. Staff provide children with interesting and varied activities that are often led by children's own interests. However, during interactions, staff do not always develop children's vocabulary. For example, staff often repeat back what children have said without adding any new words that children may not have already heard. During these times, children are not building and developing their vocabulary.
- Links with local schools are established. Teachers are invited into the nursery so that staff can share information about children and discuss their individual needs. These partnerships help children to settle as they move on to school.
- Children with SEND are supported well. Staff quickly identify children that need additional support and work closely with the designated area coordinator to ensure that appropriate support and referrals are made. This ensures that all

children have the opportunity to learn and progress from their starting point.

- Staff know children well. They are warm and friendly towards children who in turn look to staff for comfort and cuddles. Staff look at books with individual children and in small groups to ensure that they can interact with individual children. Children, particularly those that are a little quieter, respond very positively to this.
- Parents value the relationships that they build with staff. They comment that staff are 'kind' and very patient with children. Parents enjoy looking at the photographs that the staff send and they feel that they know what the children are learning. Parents confidently recommend the nursery to friends and family and return to the nursery with younger children.
- Children are encouraged to be independent in their self care. For example, some staff remind children about the 'nose-wiping station' and what they need to do. However, not all staff are consistent in this approach and rush to help children too quickly. At these times, children do not develop their confidence in their own abilities. Staff support and encourage children to be well behaved and listen. They actively remind children to share resources and to wait for their turn patiently.
- Children develop their physical skills in the garden. There are opportunities to climb, ride bikes and run around. Children also enjoy planting and exploring the soil in messy play.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance staff's understanding and practice and help children to develop a wide and varied vocabulary
- support staff to recognise and make better use of opportunities to help children develop their independence.

Setting details

Unique reference number	EY347545
Local authority	Havering
Inspection number	10311890
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	50
Number of children on roll	58
Name of registered person	Paul, Anne-Marie
Registered person unique reference number	RP511698
Telephone number	01708 55 98 04
Date of previous inspection	13 April 2018

Information about this early years setting

Abbs Cross Day Nursery 4 registered in 2007. It is located in Rainham in the London Borough of Havering. The nursery is open each weekday from 7.30am to 6.30pm for 52 weeks of the year. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years old. There are eight members of staff employed, all qualified from levels 2 to 4. The senior management team consists of three staff qualified to level 6, including one with early years professional status and one with a masters degree.

Information about this inspection

Inspector

Laura Coletti

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.
- 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.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the interactions between staff and children.
- 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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