

# Inspection of ABC 123 Day Nursery Ltd

Unit 3 Warrington Business Park, Long Lane, WARRINGTON WA2 8TX

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Inspection date: 12 June 2024

**Overall effectiveness** **Good**

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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**

Leaders have developed an engaging and vibrant nursery, which positively supports staff and children's well-being. Children feel safe and secure. They confidently enter the nursery with big smiles and are excited to play with their friends. During the day, older children seek out their key person to help them with activities. For example, they ask for help to thread the pasta onto ribbons. Younger children cuddle their key person for reassurance when they are feeling sad. This shows that an effective key-person system is in place. Staff set high expectations for children. Since attending recent training on supporting children's behaviour, leaders have made this a key focus of the curriculum. In the main, staff support children to understand their feelings. For example, as children explore the book 'The Colour Monster', they talk about what makes them feel happy or sad. Staff are positive role models. They gently support children with their turn-taking skills and help them to resolve conflicts. Overall, children behave well and develop kind attitudes towards others.

Leaders have created an ambitious curriculum that promotes a love for reading, stories and rhymes. Staff sing and read with animation and enthusiasm. Babies enjoy singing about a 'tiny turtle' as they explore a bubble tray. Staff smile with delight and praise babies as they say 'bubble' for the first time. Children benefit from receiving positive praise in recognition of their achievements. This helps to boost their self-esteem and develop positive attitudes to learning. Additionally, toddlers enjoy a song box activity. They join in with the actions and words as they sing their favourite nursery rhymes. Pre-school children recite and recognise tricky dinosaur names as they explore a non-fiction book. Children extend their growing vocabulary and develop a love for reading.

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

- Leaders have developed a curriculum that focuses on the skills that they intend for children to learn. Overall, staff implement the curriculum well. However, some staff in the toddler room are not always consistent in implementing what leaders intend for children to learn. This means that staff do not always build on what children know and can do. As a result, children's individual learning needs are not always fully supported.
- Parent partnerships are a strength of this nursery. Parents feel well supported. They receive regular updates on their child's development and ideas to support learning at home. Staff recognise the importance of working with parents as their child transitions into the next room of the nursery. They prioritise meeting with parents to discuss strategies to help children with a new transition. This all supports children to confidently transition through the nursery.
- Children with special educational needs and/or disabilities (SEND) have good

support systems in place. Leaders and staff work together to identify the children who require additional support and early intervention. In addition, they work closely with external professionals to implement targets and tailored interventions to support children's next steps in learning. As a result, children with SEND make good progress from their starting points.

- Staff provide children with opportunities to build respectful relationships with each other. Children demonstrate a 'can-do' attitude to learning as they practise the skill of squeezing. For example, children help each other in the water tray to fill the containers and squeeze the water out of the bottle and into the air. They recognise by working together they can achieve an end goal. This helps to boost children's self-confidence in their learning.
- Leaders are passionate about helping staff to further develop their knowledge and skills. Staff receive a robust induction and attend training to support their ongoing professional development. For example, staff have recently attended training on supporting children's communication and language. As a result, leaders and staff have placed a focus on developing children's vocabulary in the curriculum. Children are making good progress in their language development.
- Staff teach children about the importance of healthy choices and good hygiene practice. Before mealtimes, children are encouraged to wash their hands. Staff discuss with children the importance of washing hands and keeping germs away. In addition, during snack time, children have the choice of which fruit or vegetable they would like to eat. Children begin to understand the importance of healthy lifestyles.
- Children's communication and language development are supported well. Staff in the baby room sequence children's language skills by building on what children know and can do. They encourage children to match words to objects. For example, as staff blow bubbles, they say 'bubble'. Babies smile and repeat this. Staff then carefully build two words into children's vocabulary by saying 'big bubble' or 'small bubble'. They continuously repeat this and encourage children to join in. This helps to broaden children's vocabulary.

## **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:**

- support staff to implement the curriculum effectively and consistently at all times to continuously build on what children know and can do.

## Setting details

<b>Unique reference number</b>	EY390313
<b>Local authority</b>	Warrington
<b>Inspection number</b>	10335787
<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>	1 to 4
<b>Total number of places</b>	67
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	ABC 123 Day Nursery Ltd
<b>Registered person unique reference number</b>	RP528822
<b>Telephone number</b>	01925 417615
<b>Date of previous inspection</b>	27 June 2018

## Information about this early years setting

The ABC 123 Day Nursery Ltd registered in 2009 and is located in Warrington. The nursery employs 14 members of childcare staff. Of these, 11 staff hold appropriate early years qualifications at level 3 and above. The nursery opens from 7.30am until 6pm, Monday to Friday, all year round, except for two weeks at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Danielle Kelly

## 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 manager and has taken that into account in their evaluation of the provider.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The manager and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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