

Inspection of The Abingdon Kindergarten - Long Furlong

Abingdon Kindergarten, 43 Loyd Close, Abingdon, Oxfordshire OX14 1XR

Inspection date: 29 August 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children behave well and are motivated to learn. They demonstrate that they understand and follow the 'golden rules' and happily talk about them during circle time when asked by staff. Children are confident and ask staff for help when needed. Staff teach children about their different emotions by learning new vocabulary and reading stories to help them understand the meaning of the words to describe their feelings.

Staff encourage children to have good hygiene procedures and enable them to become independent in their personal care needs. Children's physical development is promoted through the activities offered both inside and outside. Staff encourage young babies to walk to the table at lunchtime, while older children use scissors to cut pieces of paper for the collage they intend to make. Children of all ages explore play dough. They mould it into a ball, then roll it out using a rolling pin.

Staff enable children to become confident and capable during their time at nursery. Children demonstrate that they feel safe and secure. They enjoy showing staff the plays they have been practising and the books they have made. Children who are moving on to school are well prepared for the next step in their learning. They confidently speak about their time at nursery and become independent in self-help skills, such as choosing their own plate during mealtimes and helping to put the toys away. Staff supervise children well during their play and throughout the daily routine. For example, when children eat their food, staff are vigilant and sit close to them.

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

- Staff confirm that they are supported by senior management and receive supervision and annual appraisals, including checks to ensure that they remain suitable to work with children. The senior management team regularly visits the setting to provide additional support and focus on improving practice. However, communication between the provider and the staff working in the setting is not always sufficiently detailed enough to support them in planning for children's care and learning.
- Leaders and management effectively evaluate the service. They use outcomes from complaints to identify where further improvements can be made. For instance, the provider recently implemented a procedure to remind staff to share and obtain information from parents about accidents and existing injuries.
- Staff plan a varied curriculum, using children's interests and developmental needs as a starting point. In the baby room, children and their families are supported in developing trusting relationships with their key person in those early days. As the children move through the nursery, the staff build on what

children know. They strengthen children's independence skills and extend their communication skills and physical development. Staff deploy themselves effectively to provide good levels of engagement to support children's learning.

- Staff work with parents at the beginning of the placement to find out about the children they will care for. The staff use a software app to keep parents updated throughout the day with children's care and learning. Settling procedures are tailored to meet the needs of the children on their arrival. The staff are flexible to those needs and adapt the sessions if needed so that children have a positive experience of settling in. Parents confirm that they feel sufficiently well informed about their child's day, and they welcome the support provided by the staff.
- Children's communication skills are generally supported well. Staff describe what children are doing during their play, which helps them to learn new words, such as 'puffer fish', 'angel fish' and 'octopus'. Staff read to children throughout the day and there is a range of books for children to explore. Staff focus on helping younger children to identify and label what they see, while older children sit and carefully listen to a story. However, on occasions, the noise levels in the room rise, making it more difficult for children to concentrate and listen to the staff who support their learning.
- Staff support children with additional needs well. They use a visual timetable during the daily routine to help children know what will happen next. Staff work with other professionals to support children's development. For instance, they implement plans to help improve children's strength and mobility. Staff provide good levels of support to children who speak English as an additional language. They read books and sing songs in their home language and share this with parents.

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:

- improve the communication of information with the staff working at the setting to ensure that they have sufficient details about the children they care for to enable them to plan more effectively for their individual needs
- review the noise levels in the nursery rooms to ensure that all children can hear what is being said to them and concentrate on their learning.

Setting details

Unique reference number	EY318514
Local authority	Oxfordshire
Inspection number	10364407
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 4
Total number of places	75
Number of children on roll	88
Name of registered person	Abingdon Nurseries Limited
Registered person unique reference number	RP907179
Telephone number	01235 528910
Date of previous inspection	10 August 2022

Information about this early years setting

The Abingdon Kindergarten - Long Furlong registered in 2005. It operates from a building situated on the Long Furlong estate in north Abingdon, Oxfordshire. The nursery is open each weekday from 7.30am to 6pm, all year round, with the exception of bank holidays. There are 13 members of staff who work with the children. Of these, eight hold a relevant early years qualification at level 3 and one at level 5. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Maria Conroy

Inspection activities

- The inspector discussed any continued impact of the COVID-19 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 carried out a joint observation with the manager of an activity in which children used the play dough they had made and observed how they could make marks using different materials.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector observed the interactions between staff and children.

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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