

# ABC Nursery & Pre School Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	EY369791
<b>Inspection date</b>	10/10/2008
<b>Inspector</b>	Ann Marie Cozzi / Carol Brown
<b>Setting address</b>	A B C Nursery, Stondon Road, ONGAR, Essex, CM5 9RG
<b>Telephone number</b>	01277 362 211
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

ABC Day Nursery, pre-school and out of school care operates from three separate buildings set around an inner playground in a rural setting on the outskirts of Ongar, Essex. The setting offers full and part time day care and is registered on the Early Years Register and the voluntary and compulsory part of the General Childcare Register.

The setting is registered to care for no more than 77 children under 8 years; of these, not more than 51 may be in the early years age group. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year and the out of school is open each weekday from 15:00 to 18:00 and during school holiday from 07:30 to 18:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. There is access to the provision via a ramp which leads into the main building. There are steps in and out of the other buildings and to gain access to the outdoor play area.

There are currently 51 children in the Early Years Foundation Stage on roll in the nursery and pre- school and eight children aged four to nine years in the out of school. Children come from both the local and wider catchment area. The nursery currently supports a small number of children with learning difficulties and/or disabilities. They have strategies in place to support children who speak English as an additional language.

The nursery employs 14 staff 12 of the staff, including the manager hold have appropriate early years qualifications. Two members of staff are working towards a qualification.

## Overall effectiveness of the early years provision

Children are provided with satisfactory care and make some positive progress in their learning through the interesting and at times, stimulating play environment. The manager and staff team use formal and informal self evaluation, observations of children and information from parents, to evaluate the provision of children's welfare, learning and development. However, the consistency of these systems is not always applied effectively across all age ranges and as a consequence, individual care and learning needs are not always reliably identified in order to provide challenging and exciting learning experiences for all children.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further improve systems to ensure; individual needs of all children are met, observational assessments meet young children's needs, planning provides experiences which are appropriate to each child's stage of development as they progress towards the early learning goals

- ensure that all staff have an up-to-date understanding of safeguarding children issues as set out in current national guidance
- further develop staff appraisal in order to identify the training needs of staff and implement a programme of continuing professional development so that these are met
- ensure that the regular two way flow of information with parents is consistently applied
- develop a culture of reflective practice, self evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children

To fully meet the specific requirements of the EYFS, the registered person must:

- undertake a risk assessment which identifies aspects of the environment that need to be checked on a regular basis: maintain a record of these particular aspects and when and by whom they have been checked. determine the regularity of these checks according to the assessment of individual risks 24/10/2008
- providers must ensure that children do not leave the premises unsupervised 10/10/2008

## **The leadership and management of the early years provision**

The manager has undertaken Early Years Foundation Stage training and all relevant policies and procedures are in place. Recruitment and vetting procedures are implemented in practice and staff and volunteers undertake all required checks. Deployment of staff across the setting ensures that the nursery routine runs smoothly. Staff are aware of their responsibilities and ensure that a satisfactory range of resources are available. However, due to the nursery routine and the organisation of resources, at times there is limited access to all areas of learning, for example, toys and resources that incorporate technology in the toddler and older children's rooms.

The manager undertakes ongoing staff appraisals, however, these are limited in their effectiveness in identifying areas for development. Whilst staff are able to identify their personal training needs there are limited opportunities for them to attend training to ensure ongoing professional development is maintained. Since registration the manager has undertaken a review of the provision. Although she is aware of some of the settings strengths and weaknesses and some areas for further improvement, the current system does not yet reflect rigorous monitoring and a searching analysis of what the day care does well and areas for improvement.

Parents and carers are provided with a satisfactory range of information via display boards, open evenings and informal discussions with staff. There are some opportunities provided to encourage parents and carers to share information about

their child's learning at home. However, a regular two-way flow of information with parents not consistently applied throughout the setting. Parents and carers compliment the staff team on the care provided and their child's progression.

Children are safeguarded because they are cared for by adults who have been checked through adequate recruitment procedures. There is a child protection policy in place, however, whilst some staff have attend courses in child protection not all staff have an up-to-date understanding of safeguarding children issues as set out in current national guidance. There is a comprehensive range of written policies to ensure that staff are informed about their day-to-day responsibilities. Most records are accurately maintained, although, risk assessment does not cover everything which a child may come into contact with as required. The good health of children is promoted whilst undertaking topics and at times through the daily routine for example, children independently wash their hands after using the toilet and outdoor play.

## **The quality and standards of the early years provision**

The provision for learning and development is satisfactory because sufficient evidence is held to indicate that children are making adequate progress in relation to their capabilities and starting points. However, the methods of recording observations and assessments are inconsistent in meeting all children's needs. Consequently, activities are not always planned effectively to include experiences which are appropriate to each child's stage of development as they progress towards the early learning goals. Some staff have attended suitable training in relation to caring for children with learning difficulties and/or disabilities and individual education plans are implemented for those children. There are some strategies in place to enable staff to support children who speak English as an additional language.

Visitors are monitored and there are clear collection procedures, however, potentially children's safety is compromised because the security of the premises is not always assured. Staff on the whole teach children to behave in ways that are safe for themselves and others and develop an understanding of dangers and how to stay safe, for example when practicing regular emergency evacuation. Good supervision ensures that children learn to use play equipment safely.

At times children are encouraged to learn about and understand the benefits of physical activity, adopting healthy habits, such as good hygiene practises and making healthy choices about what to eat and drink. This is usually when the nursery is undertaking a project or topic which focuses on these areas. However, although there are a range of healthy options within the menu, children have little opportunity to make choices about the food that they eat.

At times, staff help children to enjoy their learning and make some progress towards the early learning goals. They work independently and with each other in small groups. However, opportunities for all children to become active learners are at times limited. This is because access to exciting and stimulating activities which encourages creative and critical thinking is not consistent across all age ranges.

Children are on the whole encouraged to develop some habits and behaviour appropriate to good learners. Most children take part in activities, make friends and respect each other. They respond to the expectations of those who work with them when making choices and decisions. Children are encouraged to be polite and say 'please' and 'thank you' when given their snacks and drinks. They learn about each others' similarities and differences whilst celebrating a variety of cultural festivals, using resources and books that portray positive images of diversity.

Staff help children to make satisfactory progress in communicating, literacy and numeracy although there are very few opportunities for children to learn and develop skills in information and communication technology. Some opportunities are accessible in order for children to develop collaborative skills and problem solving. They are developing an understanding of the wider world, demonstrated through their interaction with each other during play.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Satisfactory

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Satisfactory
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Satisfactory
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Satisfactory
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- undertake a risk assessment which identifies aspects of the environment that need to be checked on a regular basis: maintain a record of these particular aspects and when and by whom they have been checked. determine the regularity of these checks according to the assessment of individual risks 24/10/2008
- providers must ensure that children do not leave the premises unsupervised 10/10/2008

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- undertake a risk assessment which identifies aspects of the environment that need to be checked on a regular basis: maintain a record of these particular aspects and when and by whom they have been checked. determine the regularity of these checks according to the assessment of individual risks 24/10/2008
- providers must ensure that children do not leave the premises unsupervised 10/10/2008

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.