

# Abacus Day Nursery

Inspection report for early years provision

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**Unique reference number** 221582  
**Inspection date** 01/04/2009  
**Inspector** Emma Bright

**Setting address** Old Church Hall,, Green End Road, Chesterton, Cambridge,  
Cambridgeshire, CB4 1RW  
**Telephone number** 01223 576 733  
**Email** abacusdaynursery@hotmail.com  
**Type of setting** 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).

## Description of the setting

Abacus Day Nursery is privately owned. It opened in 1985 and operates from a single-storey building and adjacent mobile unit in Cambridge. The mobile unit is accessible via steps and the remainder of the premises is on one level. A maximum of 38 children may attend at any one time. The nursery is open five days a week from 08:00 to 17:45 all year round. All children have access to an enclosed outdoor play area.

There are currently 34 children on roll who are within the Early Years Foundation Stage (EYFS). Of these, 18 children receive funding for early education. The nursery is registered on the Early Years Register. Children come from the local area and further afield. The nursery currently supports children who have English as an additional language.

The nursery employs nine staff. Of these, seven hold appropriate early years qualifications.

## Overall effectiveness of the early years provision

The overall quality of the provision is satisfactory. Staff provide a warm and welcoming environment and children enjoy their time at the setting. Children make suitable progress in their learning and development and staff ensure the individual needs of children are met. The environment promotes children's welfare and all of the essential documentation is in place to promote their health and safety. Staff form positive relationships with parents and other carers. Systems to monitor and evaluate the provision are not fully in place.

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

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

- develop the use of children's assessment records further so that they can be used effectively to inform planning, identify next steps in children's learning and build on what they already know. Ensure that parents have regular opportunities to contribute
- ensure a balance of child-initiated and adult-led play-based activities, providing well-planned experiences based on children's spontaneous play, both indoors and outdoors. Ensure staff support all children to learn with enjoyment and challenge
- provide opportunities for children to develop and use their home language in their play and learning
- lead and encourage 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 the provision for all children.

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

Thorough risk assessments are carried out on a regular basis to ensure that hazards are identified and minimised to safeguard children. Required documentation is in place for the safe running of the setting; implementation of policies and procedures by staff promotes and safeguards children's welfare. Robust recruitment and induction arrangements in place ensure staff who work with children are suitable to do so. Staff demonstrate a good knowledge and understanding of Safeguarding Children procedures and are pro-active in helping children to understand how to keep themselves safe.

Suitable information is provided to parents about the setting and sound systems are in place for staff to gather information about children's individual care needs. Staff offer daily verbal updates to ensure parents are informed about their child's care. The system for ongoing self-evaluation of the provision is not fully effective which means that areas for continuous improvement are not identified. Consequently, some of the recommendations from the last inspection have not been effectively addressed. Appropriate systems are in place to support children with learning difficulties and/or disabilities.

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

A sound range of activities are provided for children and this enables them to make satisfactory progress across most areas of learning and development. However, children's assessment records are not used effectively to inform planning or identify the next steps in their learning and build on what they already know. Parents have fewer opportunities to contribute to their child's assessment and be involved in their child's learning and development.

Children are able to make some choices about what they do and they readily explore their environment. However, the balance of child-initiated and adult-led activities does not effectively challenge children across the areas of learning and therefore, access to rich learning experiences is limited. Staff engage with the children and develop warm relationships with them which help children to feel included. Babies enjoy being warmly cuddled; staff gently rock them as they fall asleep which means they feel secure and safe. Children begin to know about their own cultures and those of others. However, children learning English as an additional language have fewer opportunities to develop and use their home language in their play and learning.

Children are confident and display good levels of self-esteem. They work well together sharing tasks and taking turns. The key person system works well in practice and this helps children to feel settled and secure. Children participate in simple experiments and find out that red food dye added to water makes white flowers pink. Babies enjoy push and play or pop-up toys, whilst older children confidently use the computer. All children enjoy making marks to represent their ideas and some competently write their names on their work. These simple activities satisfactorily lay the foundations to support the children's future economic

well-being.

Children are cared for in a clean and healthy environment; good hygiene routines followed by the staff and children help to prevent cross infection. They enjoy opportunities to play outdoors throughout the day. Children enjoy opportunities to participate in physical activity outdoors; they run around in the sunshine and competently ride on trikes and scooters which ensure they benefit from exercise and fresh air. Babies who are mobile have space to move around and to pull themselves up to standing. Children are beginning to learn about the importance of a varied and nutritious diet, and they are provided with a range of healthy snacks and meals.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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 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 the last inspection.

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.