

Abacus Day Nursery

30 Claremont Road, Morecambe, Lancashire, LA4 4HL

Inspection date

Previous inspection date

03/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Staff understand how children learn and develop. They observe children well and plan activities to help satisfy each child's unique needs.
- The playrooms are bright and well equipped, allowing children to choose from a wide range of learning opportunities.
- Children are happy in the nursery and behave well because staff are good role models and form strong relationships with their key children.
- Children are kept safe as all adults understand their responsibilities and strong child protection procedures are in place.

It is not yet outstanding because

- Procedures that exist to encourage input from parents and carers are not always effective.
- Opportunities for younger children to engage in healthy physical activity are limited.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children and staff in a variety of activities.
- The inspector held discussions with parents, staff, the manager and owner.
- The inspector reviewed a selection of relevant documents.
- The inspector made a tour of the premises.

Inspector

Neil Butler

Full Report

Information about the setting

The Abacus Day Nursery was registered again in 2012 on the Early Years Register. It is one of two provisions privately owned by the current registered provider. It is situated in Morecambe, Lancashire. The nursery serves the local area and is accessible to all children. It currently operates from a three storey premises in the heart of the town centre. The first and the second floor of the premises are accessible via the stairs. Children have access to an enclosed outdoor play area.

The nursery employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and 3, including two staff with level 5 and 6. The registered provider holds the Early Years Professional Status.

The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 42 children attending who are in the early years age group. The nursery provides funded early education for two, three- and four-year-old children. It supports a number of children, who speak English as an additional language and those with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop procedures to encourage the involvement of parents in their children's learning and assessment, particularly on entry to the nursery

- provide more opportunities for younger children to engage in healthy physical activity.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All staff have a good understanding of child development, the areas of learning and the characteristics of effective learning. They use this knowledge well to plan and support children's progress through a range of carefully thought out and specifically targeted activities. Staff are enthusiastic and supportive, ensuring that children have a positive attitude to play and learning. As a result, children from an early age are confident to access the activities provided for them and enjoy their achievements. For example, children of all ages in the nursery access computers with confidence and use the mouse to

play games and move characters around, they are learning to access technology confidently. Staff support such activities sensitively, knowing when and when not to intervene. When children are engaged in mark-making activities outdoors, staff support older or more able children to form letters in their name while others draw pictures of interest to them. Staff are, therefore, ensuring that the activities are appropriate for all children in their care. Careful assessment and observation ensures that the activities planned are focused on allowing the children to make good progress across all areas of learning and development.

Key persons place great emphasis on working with parents and other professionals to ensure that they are fully informed and equipped to meet individual children's needs. Parents are encouraged to provide information about their child's likes, dislikes and starting points on entry to the nursery, although, the response to this is varied and greater effort should be taken to ensure this valuable information is gained for all children. This means that in most cases, key persons quickly build up a detailed knowledge of the children in their care and this helps them effectively support their learning and development. As a result, all children are making good progress in their learning in relation to their age and starting points.

Parents continue to be involved in the subsequent assessments of their children. Information is shared by key persons through discussion, access to children's records of learning, opportunities to attend parents' evenings and each child has a 'To and fro and everywhere I go book' where staff share important details about the child's day at nursery. This is particularly useful, for example, when one parent is unable to drop off or collect the child themselves and uses this book to stay informed and share important news from home.

The indoor areas are thoughtfully planned to create stimulating and enabling environments. The rooms are bright, well resourced and uncluttered, allowing children to move freely between the activities on offer. In particular the toddler room provides opportunities for young children to explore a cosy tent area as well as role play, create pictures, construct buildings and engage with books and technology. The outdoor environment is richly resourced with play materials, equipment and books to support all aspects of learning. Many of these resources can be used in different ways. For example, a child is engaged in healthy physical activity when skipping across some stepping stones, a member of staff encourages them to count them as they go. In this activity, the child is not only engaging in healthy physical activity and developing their coordination, they are also exploring number concepts and counting. Children spend significant time outside but the layout of the building makes it difficult for the younger children to choose to access the space independently. Consequently, their opportunities to engage in healthy physical activity and enjoy activities that develop large movement skills, such as spinning or dancing are limited.

Children's communication and language development is promoted well and careful assessments of their speech and language abilities form an important part of regular assessments. Staff model language well and consistently talk clearly to all ages of children. They use a variety of strategies to capture children's attention and develop their listening skills. For example, while outside, they encourage children of all ages to listen to

the sounds made by a reversing vehicle outside and they are fascinated to see workmen use an elevated cradle to change the bulb in a streetlight. Children are learning about sounds in the environment, the world about them and exploring mathematical concepts, such as tall or high. Staff are also animated story tellers, using expression in the tone of their voices to successfully sustain children's interest when reading stories. They allow children to create their own stories and become involved in the story telling by either repeating or acting out their favourite parts of the story.

The contribution of the early years provision to the well-being of children

Children enjoy their time at nursery, participating in a wide variety of fun and challenging activities that stimulate their natural curiosity and interests. They talk happily with staff and each other. This shows that children feel emotionally secure at the nursery. The effective key person system contributes to achieving these close emotional attachments. Consequently, children from an early age become confident and self-assured learners. Transition procedures between nursery rooms are well implemented. Staff respect the uniqueness of each child and plan individually to support their smooth transitions. They also encourage parental involvement in this process. Transitions to school are also well supported with visits from the teachers in the local primary schools, helping to prepare children for this important step.

Staff are good role models for children's behaviour. They speak to children in a calm, respectful and caring manner. Staff are particularly effective in diverting children with challenging behaviour and calmly informing what is and is not acceptable at nursery as well as rewarding them when they are kind and caring. Children's self-help skills are encouraged and effectively supported at snack times as they use pictures of themselves to let staff know that they have been to the snack table and serve their own food. Children enjoy a healthy snack of fruit and vegetables and also squeeze their own oranges to make drinks. They are encouraged to wash their own hands prior to mealtimes and discuss why this is important in keeping themselves fit and healthy.

Older children are able to freely access the outdoors and are encouraged to safely assess the risks involved in climbing on the slide or walking across an obstacle course made of blocks, logs and crates. Almost daily assessments are made of children's well-being and engagement, allowing staff to learn about their interests and tailor activities that make the most of their time at nursery.

The effectiveness of the leadership and management of the early years provision

All staff have a good understanding of how to keep children safe and they know what to do if they have any concerns for a child. Training and policies with regard to keeping children safe have recently been updated. All staff have been vetted to show that they are suitable to work with children. Procedures for the recording of accidents are in place and allow managers to review where most accidents take place and how, so that they can review possible causes and minimise them. Detailed and accurate risk assessments ensure that all areas of the nursery are safe, suitable and well maintained. All legally required

documents are accurately maintained. This includes the record of children's and staff's attendance, which shows that the correct ratios are maintained. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out.

Monthly staff meetings and managers' observations promote discussion on improvements to be made and major changes to the layout of the nursery are underway. Discussion with managers and owners demonstrate that they have prioritised the improvements, which they need to make and it is clear that they have put these plans into action, although, they are not yet completed. All staff receive monthly supervision meetings that allow them to discuss ways in which they can improve their practice as well and identify opportunities for further training and development. The manager regularly monitors the progress of all children at the nursery and reviews this information to assess where increased attention or further improvements can be made. This is to ensure that the children can make good progress across all areas of learning and development.

Parents are complimentary of the nursery and are happy with the progress their children are making. They feel well informed with regard to their children's progress and pass comments, such as 'there are never any problems' and that their child 'loves it'. The nursery is working closely with other professionals, such as, inclusion teachers, speech and language therapists and local authority advisors to ensure that educational programmes are being specifically tailored for those children identified as having special educational needs and/or disabilities.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY457801
Local authority	Lancashire
Inspection number	895337
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	42
Name of provider	Kingsway Playgroup & Pre-School Centre Ltd
Date of previous inspection	not applicable
Telephone number	01524416800

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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