

# Abacus Day Nursery

Old Church Hall, Green End Road, Chesterton, Cambridge, Cambridgeshire, CB4 1RW

<b>Inspection date</b>	04/12/2013
Previous inspection date	01/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children enjoy their time at the setting and are engaged and occupied in a wide range of learning activities, both inside and outdoors, that adequately support all areas of learning and development.
- Staff are caring and positive role models. They have clear, age appropriate expectations for children's behaviours and support and guidance is given in a consistent way. Consequently the setting has a calm feel and behaviour throughout the setting is high.
- There are well developed processes for supporting children's transitions through the setting and beyond and this ensures children are emotionally supported for the next phases in their life.

### It is not yet good because

- Planning is not consistently linked to children's individual areas of development or interests in order to support them to make better progress.
- Current strategies to engage parents in their children's learning and share information are not yet robust.
- Staff are not always skilled at encouraging children to think creatively and do not always re-shape tasks to ensure good levels of challenge are provided.
- The monitoring of action taken to improve the setting does not fully assess the effectiveness of action taken or consistently prioritise identified weaknesses.

## 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 spoke with staff and children during the inspection and observed their activities, both indoors and out.
- A range of documentation was looked at including, registers, recruitment records, planning and the children's learning records.
- The inspector interviewed the manager to talk about management processes, such as appraisals and supervision meetings.
- The inspector spoke with a range of parents to find out their views on the quality of care and learning.
- Inspector toured the whole nursery and spent time in all rooms.

## Inspector

Julia Sudbury

## **Full report**

### **Information about the setting**

Abacus Day Nursery is a privately owned, family run nursery. 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 8am to 5.45pm all year round and children attend for a variety of sessions. All children have access to an enclosed outdoor play area, with a separate small outside area for the baby room.

There are currently 55 children on roll who are within the early years age range. The setting provides funding for two- and three-year-old children. Children come mainly from the local area. The nursery currently supports children who have English as an additional language and those with special educational needs and/or disabilities. The setting employs 12 members of staff, 10 of whom work directly with the children. Of these, eight hold appropriate early years qualifications.

### **What the setting needs to do to improve further**

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the quality of teaching and planning of activities by; consistently gathering children's starting points on entry to the nursery; using accurate assessment and observations to inform the planning so it clearly identifies and supports children's interests and next steps in learning.

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

- improve the processes for monitoring the effectiveness of action plans for improvement by; ensuring that identified weaknesses are more effectively prioritised and action swiftly taken; monitoring the effectiveness of action taken
- increase the challenge and support for children during activities by asking more open-ended questions and re-shaping tasks when required
- extend current strategies to engage parents in their children's learning and development and extend the systems for sharing information between the setting and parents.

## Inspection judgements

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

Children enjoy their time at the setting and are actively engaged in a range of activities such as, digging, painting, water play, singing, and dressing up. There is a good sized and well-resourced outside area that children have access to for a large part of the day. Regular observations and assessments of children's learning and development are gathered and show that children are generally working within the typical range of development for their age. However, information gathered on children's abilities upon entry to the setting is varied and means it is more difficult to track children's progress from the start. Activities adequately cover the seven areas of learning, although, ongoing assessments and observations are not used consistently to inform planning. This means that opportunities to incorporate individual children's interests and extend learning are not always considered.

Children have free access to a wide range of age appropriate resources and are confident in accessing what they want, asking for help from responsive staff when needed. Practitioners understand how to support children's learning and development and join children as they play, generally offering encouragement and comment to sustain their concentration. For example, children thoroughly enjoy singing the 'wheels on the bus' and staff involve children in deciding what actions come next. In addition, staff take opportunities to use number in activities such as when dressing dolls or building with blocks. Some older children are supported to think critically when playing with the sand, for example, staff ask 'how shall we fill this'. However, not all staff are as skilled in using open questions or at re-shaping tasks, meaning children are not always encouraged to think critically and extend their learning. Overall, older children are suitably prepared for their move to school.

The setting supports a number of children who have English as an additional language. A number of staff have recently been employed who have English as an additional language and use their home languages to help support parents and children upon entry to the setting. They also sing nursery rhymes or read books to children in their home languages. The setting collects key words when children start and have some of these displayed so that all staff can support the child; in addition, the setting has dual language books. This helps children to feel secure and to value their first language. The setting engages with outside agencies to ensure they are providing appropriate support to children who have special educational needs in order to promote their development.

Parents are welcomed into the setting and encouraged and supported to provide information about their child's starting points. However, information gathered is not consistent and is sometimes based on care needs rather than development stages. Consequently, staff do not always have a clear understanding of children's starting points to inform their planning and support provided during their early stages at the setting. Feedback is provided to parents at the end of each day and the setting has recently introduced a way for parents to share ongoing information from home. However, strategies to engage parents in promoting learning at home are not fully developed.

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

Children are supported by caring and attentive key workers. Children quickly form secure attachments and are supported to gain their own independence. Children's behaviour shows they feel secure while at the setting. For example, children in the baby room look to staff for reassurance and regularly climb onto practitioners laps for cuddles. Strong transition procedures both within the setting and for when children move on to other settings are embedded. This ensures children are emotionally well prepared for the next stages in their life.

The environment is well thought out to support children's independence. For example, pre-school children's coats are hung on low pegs and they confidently access them before heading outside. Children are observed freely accessing the toilets and observant staff offer support where necessary. At lunch time, older children confidently pour their own drinks, serve themselves food and tidy their own plates, while younger children are sensitively supported to acquire these skills. Staff are deployed well and are good role models. They have high, age appropriate expectations for behaviour and use consistent strategies to support children to tolerate and respect each other. As a result, the setting is a calm and caring place to be. Children play well together and older ones help younger children to achieve things. Children have regular access to the outdoors and staff remind them they can go outside. Equipment is provided which supports their physical development, such as, scooters and large resources to climb over.

Staff have a good understanding of how to protect children from harm and confidently explain how they would deal with safeguarding concerns. Health and hygiene is given high importance with children washing their hands before meal times and after going to the toilet. Healthy eating is promoted through meals cooked on site each day and healthy snacks, such as fruit, provided from home. All this helps to support children's understanding of what it means to be healthy.

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

The safeguarding and learning and development requirements are understood by managers and leaders. Practitioners are well deployed and good adult to children ratios ensure children are well supervised to ensure their safety. Recruitment procedures are sound and include background checks and an induction programme. Generally, performance management systems and regular team meetings help to support staff in their work. The refurbishment of the building has led to an issue with children's privacy when using the toilet. The manager has already identified this as a concern and has plans which will adequately address this, although it has not yet been actioned.

Ongoing training is valued by the setting and opportunities are accessed through the local authority. Unqualified staff are encouraged and supported to undertake qualification training to improve their knowledge and subsequently their practice. The manager has

good aspirations for the quality of improvements and there have been a number of developments to the setting since the last inspection. The setting takes part in the local authority's annual self evaluation process and regularly draws up and actions areas for development. However, new processes are not consistently monitored or implemented swiftly enough within the setting meaning that the positive impact on children's learning and development is not as strong as it could be.

There are partnerships in place with relevant external agencies meaning that most children access appropriate interventions and support. Partnership with parents are good and families who use the setting value 'its homely feel'. However, the sharing of children's development and strategies to support learning further are variable, impacting on how much staff can support the progress children are able to make.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	221582
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	940815
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	38
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Lynne Carol Crussell
<b>Date of previous inspection</b>	01/04/2009
<b>Telephone number</b>	01223 576 733

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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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