

<b>Inspection date</b>	21 July 2015
Previous inspection date	21 July 2014

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The newly appointed manager brings a wealth of experience and knowledge to the role. She is highly qualified, enthusiastic and motivated to lead the staff team and to drive further improvement. She inspires confidence and is securing the trust of other leaders and staff.
- All children are on track to achieve a good level of development at the end of the Early Years Foundation Stage. The majority of children are making expected levels of progress and several children make good progress and have skills and abilities above those expected for their age. Leaders effectively track the progress of children.
- Effective action planning and the leaders determined focus on key priorities has resulted in an established programme of continuous improvement.
- Staff know the children well. They skilfully plan their next steps in learning and provide good quality teaching. Children are well cared for in the welcoming and child-friendly environment. They are becoming increasingly confident, inquisitive and eager learners.
- Parents are actively involved in their children's learning and development. They contribute to their child's learning journey and their views and comments are incorporated into the successful planning of activities and development assessments.

### It is not yet outstanding because:

- Opportunities to promote children's mathematical learning outside are not always maximised.
- Leaders and staff have yet to build effective relationships with all schools in the area to ensure that the children are confident and secure as they move on in their education.

## What the setting needs to do to improve further

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

- enhance the opportunities for children, indoors and out, to develop their mathematical concepts and understanding
- improve links with local schools to secure children's successful transition as they move on to the next phase in their education.

### Inspection activities

- The inspector observed children during a range of play and learning activities in the designated play areas, including outdoors.
- The inspector held meetings with the leaders and staff.
- The inspector looked at a range of documentation including children's learning journeys and the adults' planning of children's learning and development activities.
- The inspector checked evidence of the suitability of all adults working at the nursery; and the professional qualifications and training of staff and leaders.
- The inspector conducted a joint observation with the leader.
- The inspector took account of the views of parents and those of children spoken to on the day.

### Inspector

Deborah Jane Udakis

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff are enthusiastic and effective practitioners. They interact well with the children's play and help them to extend their learning and thinking. In the outdoor area, they put forward ideas to excite the children's interests. For instance, they suggest adding water to the sand play and mud kitchen. Children are well-supported to develop their physical coordination and control as they ride their tricycles around obstacles. However, they are less well challenged to explore their mathematical thinking. Staff's effective use of Makaton sign language helps children with and without language and those new to English, to communicate with each other, learn and play together more easily. Subsequently, children's communication, language, literacy and personal social and emotional skills are developing well. Staff work closely with parents to meet the children's individual needs. Their good partnership with parents involves sharing information and skills and building relationships based on mutual respect and trust. Links with local schools in the area are developing but have yet to fully evolve to ensure all children experience a smooth transition into the next phase of their education.

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

Babies and very young children are well supported by attentive staff. Those babies who are learning to walk pull themselves up to standing and practise their walking with the aid of push-a-long trolleys. They develop their hand-eye coordination as they reach out to grasp objects. They squeal with delight as they shake boxes filled with dried beans and watch the sparkling glitter swirl in bottles of water with secure lids. All children are encouraged to participate in the available activities and are supported to express themselves. Staff sensitively challenge gender stereotypes. They are consistent in their application of the setting's expectations of good behaviour which the older children help to develop. Consequently, children behave well. Staff support children's increasing tolerance and understanding of others through well planned activities. They learn to respect difference through stories, books, celebrations and cultural events. Security is good and staff pay careful attention to minimising risks to children.

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

The leaders have a good understanding of the learning and welfare requirements. Staff are well-qualified, enthusiastic and motivated. They take responsibility for their professional development. Leaders ensure that staff remain well-trained, supervised and supported. They monitor the impact of training and professional development on staff's practice. For instance, staff attend regular training in child protection matters and are alert to the signs of abuse in children. Safeguarding arrangements are effective. Leaders take appropriate steps to ensure that all staff are suitable to work with children. The appointed designated safeguarding lead ensures that all concerns are addressed promptly, appropriately recorded and reported.

## Setting details

<b>Unique reference number</b>	EY467327
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1007313
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	38
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Double Trouble (Burntwood) Limited
<b>Date of previous inspection</b>	21 July 2014
<b>Telephone number</b>	01543686523

Abacus opened in 2014 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from converted premises in the area of Burntwood, Staffordshire. The nursery opens Monday to Friday, from 7.30am until 6pm, all year round. Children are cared for across three rooms and have access to an enclosed outdoor play area. There are currently 36 children in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language. There are currently eight staff working directly with the children, all of whom have an appropriate early years qualification. The manager and one other member of staff holds a BA Honours Degree. The other six members of staff hold a qualification at level 3. The nursery receives support from the local authority.

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