

Abbey Children's Day Nursery

8 Abbey Street, Carlisle, Cumbria, CA3 8TX



Inspection date	7 August 2017
Previous inspection date	20 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff nurture children's emotional well-being particularly well. Effective settling-in procedures and the warm welcome provided by staff, help children to feel safe and secure in the nursery and form positive attachments with their key person.
- The leadership and management of the nursery are strong. The manager shows a strong drive to providing high-quality care and education for children. The long-standing staff team share this vision and show a firm commitment to their roles. Self-evaluation is effective in supporting the continual improvement of the nursery.
- Staff greatly encourage parents to be involved in their children's learning. There is an effective two-way flow of communication where parents share observations from home and receive much information about their children's learning at nursery. Partnerships with other professionals are equally well established.
- Staff place high priority on using children's interests and experiences from home to enhance their learning within the nursery, including activities and the nursery learning environment. This enables children to contribute in their own way and draw upon their personal experiences, complementing their learning very well. All children make good progress.

It is not yet outstanding because:

- Occasionally, the deployment of staff does not always support children's learning needs well enough, particularly during changes to the usual staffing arrangements.
- Staff are not always perceptive to spontaneously providing challenge for children and supporting their learning ideas.

What the setting needs to do to improve further

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

- review staffing arrangements to better engage and support the learning needs of all children
- strengthen teaching so that staff are more perceptive to ways in which they can seize opportunities to help support and challenge children's learning even further.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, during play inside and outside.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager of the nursery.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, evidence of the suitability of staff and a range of other documentation. The inspector discussed the nursery's planning, policies and procedures and self-evaluation processes.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager and staff have a strong awareness of child protection and understand their responsibility to protect children from harm. Children's safety is very well considered throughout the nursery. Staff are well qualified and regularly access ongoing training, in a variety of ways, supporting good early years knowledge. The manager invests in and supports the staff team through regular supervision and performance management. Monitoring of children's progress is effective in identifying where children, and groups of children, require additional support. Furthermore, staff also use this process to help make enhancements to the educational programmes and learning environment.

Quality of teaching, learning and assessment is good

Overall, the quality of teaching is strong. Staff engage in purposeful interactions with children, helping to support and challenge children's learning during play. Children become engrossed in role play and use the available resources well to support their imagination. They pretend to be hairdressers and book one another's appointments, writing in the appointment book. Staff encourage children to write their names and provide tools, such as their name tags, to support them. Babies develop good small-muscle movements as they pick up small blocks and show good hand-eye-coordination as they place them on top of one another. Staff support babies' emerging vocabulary as they repeat words and praise their babbling. Assessments of children's learning are accurate and used well to identify next steps and planning ideas.

Personal development, behaviour and welfare are good

Children cheerily enter the nursery and confidently leave their parents or carers. Newly settled children are given lots of care and attention, supporting their feelings of safety and security. Children behave very well and respond to staff's regular and plentiful positive reinforcement. Children regularly participate in cooking activities and learn about the benefits of a healthy diet. They help to prepare the ingredients, using knives to cut up the ingredients. This helps children to develop good risk assessment skills and learn to manage their own safety. Children enjoy learning about their local area and its context in the wider world, in good support of their understanding and appreciation of themselves and others. For example, well placed photos of famous local heritage encourage children to incorporate this into their play, as they build constructions based on the images.

Outcomes for children are good

Children show a positive attitude to their learning as they are keen to participate and show good levels of engagement. They are widely independent and develop strong feelings of self-worth and self-confidence. Children are skilful communicators who make valuable contributions to conversations. All children develop good social skills and show confidence in new and social situations. Children develop the skills they need for their future learning and in readiness for school.

Setting details

Unique reference number	EY252113
Local authority	Cumbria
Inspection number	1101915
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	34
Number of children on roll	51
Name of registered person	Joy Patricia Woodruff
Registered person unique reference number	RP902972
Date of previous inspection	20 June 2014
Telephone number	01228 524 990

Abbey Children's Day Nursery registered in 2003. The nursery is open each weekday from 8am to 6pm, all year round. In total, 11 staff work at the nursery, all of whom hold a relevant qualification. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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