

# ABC Day Nursery

A B C Day Nursery, 143 Exeter Road, EXMOUTH, Devon EX8 3DX



<b>Inspection date</b>	15 October 2018
Previous inspection date	27 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Good</b>	<b>2</b>
Effectiveness of 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

### The provision is good

- Children demonstrate they are happy and feel safe at nursery through their confidence and willingness to have a go. For example, toddlers wash their hands without help, and older children independently serve their food and open food packets at lunchtime.
- The manager and staff have a good awareness of where children are in their learning. They use this information well to plan a broad range of enjoyable indoor and outdoor activities that motivates children to take part. Children make good progress in their learning and development.
- The manager accurately evaluates the provision. She uses feedback from parents to reflect on procedures and make changes that benefit the children. For instance, at parents' request, the manager has reviewed how they share information about children's learning. Subsequently, staff have enhanced their partnerships with parents to promote children's development at home and the nursery effectively.

### It is not yet outstanding because:

- At times, staff working with the younger children do not engage them in their play or interact with them during mealtimes as well as they could, to extend their developing interests, concentration and communication skills.
- Staff do not consistently make best use of opportunities to support the older children to think about and share their ideas and solve problems, to extend their learning further.

## What the setting needs to do to improve further

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

- develop the support for staff working with the youngest children to strengthen the quality of teaching across all areas, to engage babies and toddlers in their play as well as possible and provide more consistent interaction at mealtimes
- make better use of opportunities to encourage the older children to think about and share their ideas, including during whole group activities.

### Inspection activities

- The inspector observed children of all ages during their self-chosen play and adult-led activities.
- The inspector carried out a joint observation with the manager to evaluate the quality of teaching and learning during a planned activity.
- The inspector spoke with children and staff, and took account of parents' written feedback.
- The inspector held meetings with the management at appropriate times during the inspection.
- The inspector sampled a range of documents, including children's learning records, staff suitability checks and training certificates, and parents' comments about their experiences with the nursery.

### Inspector

Sarah Madge

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff are knowledgeable about child protection issues and are able to recognise signs that a child is potentially at risk of harm. They are confident about the procedures to refer any concerns about a child's welfare to the relevant authorities. The manager carries out regular supervisory meetings to support staff in their roles and identify their training needs, to help maintain good-quality teaching overall. She monitors the progress that all children make successfully and uses the information well to focus staff's attention on any patterns and gaps in learning. As a result, staff have recently planned several activities to teach the older children more about the natural world. For example, they have been planting cress, and comparing and sorting items that the children collected on an outing, such as leaves and conkers. The manager has plans to develop the garden further, to provide a wider range of stimulating and challenging experiences for the younger children in particular.

### Quality of teaching, learning and assessment is good

Staff provide a good variety of interesting and exciting activities that motivates children to learn and take part. They provide sensory learning experiences for the younger children, such as allowing babies and toddlers to get hands on and messy as they explore the textures and colours of paint. The children enjoyed experimenting with the marks they make, smearing paint on the floor with their hands and feet. Older children develop good coordination and control. For example, they learn to use tweezers to pick up small objects. Staff provide good support to build children's mathematical skills, such as encouraging them to count how many conkers they have collected, which the children do with enthusiasm. Generally, staff are good models of communication and language, particularly for the older children. For example, they use interesting words to build children's vocabulary and routinely talk to them about what they are doing.

### Personal development, behaviour and welfare are good

Staff know the children well and respond sensitively to their needs. For example, staff recognise when toddlers begin to get upset as they arrive and offer reassuring cuddles to help them settle in quickly. Children are content at the nursery and develop a strong sense of identity. For instance, babies blow kisses at a mirror when they see their reflection and toddlers clap their own achievements. Staff are calm and enthusiastic, and routinely praise the children's efforts. Older children develop good social skills and demonstrate friendly behaviour, such as spontaneously showing affection when they hug each other. Staff help children to share the resources and play together cooperatively.

### Outcomes for children are good

Children are enthusiastic and develop skills that support their readiness for school. For example, they listen to and follow staff's instructions, and learn to manage their toileting needs. Older children are imaginative and willing to 'have a go', such as helping to create a town by drawing pictures of different buildings and pushing toy vehicles along the roads on a map. Younger children have plenty of space to explore and confidently move around, showing good balance and muscle control.

## Setting details

<b>Unique reference number</b>	EY353064
<b>Local authority</b>	Devon
<b>Inspection number</b>	10062545
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	SPL Education Ltd
<b>Registered person unique reference number</b>	RP525524
<b>Date of previous inspection</b>	27 July 2015
<b>Telephone number</b>	01395 222 808

ABC Day Nursery registered in 2001 in Exmouth, Devon. The nursery is open every weekday from 7.30am until 6pm throughout the year, except for bank holidays and at Christmas. The nursery receives funding for the provision of free early education for children aged two, three and four years old. The nursery employs eight members of staff. The nursery manager holds early years professional status and six of the staff hold relevant childcare qualifications at level 2 or 3.

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