

# ABC Nursery

20 Rochester Road, Coventry, West Midlands, CV5 6AD

<b>Inspection date</b>	05/03/2013
Previous inspection date	05/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Exceptional organisation of the learning environment and exemplary interaction by well-qualified, committed staff enable children to make maximum progress in their learning.
- Staff have a superb knowledge of the individual needs of the children. Their care needs are met extremely well and as a result, children are happy, settled and feel secure.
- The welcoming, bright, spacious environment enables older children plenty of space and freedom to move between rooms and explore their environment. Therefore, they consistently make their own decisions and are extremely confident.
- The passionate and dedicated management team are excellent role models who superbly lead the staff team. Excellent monitoring of the provision and professional development ensures plans are well targeted for future improvements.
- Management and staff are highly effective in encouraging parents to share their knowledge of their children's learning at home. Therefore, they feel valued and included in their children's learning.

## 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 looked at the setting's self-evaluation document, a selection of policies, procedures and children's records.
- The inspector observed activities in all rooms and the outdoor learning environment.
- The inspector spoke to the management team, staff and children throughout the inspection.
- The inspector conducted joint observations with the manager and her deputy.
- The inspector took account of the views of parents spoken to on the day of inspection.

## Inspector

Hayley Lapworth

## Full Report

### Information about the setting

ABC Nursery was registered in 1983. It is privately owned and operates from a large detached house in the Earlsdon Area of Coventry. The nursery is open from 8am to 6pm all year round excluding bank holidays. Children have use of various group rooms on two floors and have access to a large secure outdoor play area.

The nursery is registered on the Early Years Register. There are currently 68 children on roll, all of whom are in the early years age group. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery employs twenty three members of staff to work with the children, of these nineteen have appropriate early years qualifications at level 2 or above. The nursery receives support from the local authority.

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

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

- continue to extend the written words on display around the nursery that represent the languages children use at home.

## Inspection judgements

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

Staff who work directly with the children are extremely knowledgeable about every aspect of their care and education. They have exceptionally high expectations of all children and superbly engage parents in their learning from the outset. Staff spend considerable amounts of time with parents finding out about what children can do before they start at the nursery. As a result, parents feel valued and staff are able to effectively plan for individual children from the very start of their placement.

Robust systems for ongoing assessment of children's progress mean that staff can accurately identify what children need to do next or where they may need additional support. Staff then effectively use this information to inform their planning and discuss children's next steps in their learning with their parents in a timely manner. Therefore, parents are aware of their children's current stage of development and can support their learning at home. There is an exciting variety of activities and opportunities for children of all ages, with many first-hand experiences. For example, children participate in trips to the local greengrocer to purchase miniature daffodil bulbs to plant as gifts for Mother's day. There is a superb balance between adult-led and child-initiated activities.

Children with special educational needs and/or disabilities are extensively supported by staff. They have a wealth of experience in this area and are passionate about going the extra mile to support these children and their families. For example, in their own time some staff attend appointments with children and their parents. In addition, parents are invited in to the nursery to share their knowledge of sign language, with the staff team. Children who have English as an additional language are also well supported. Staff say they are presently extending the written words around the setting to fully represent all the languages children use at home.

Staff enthusiastically deliver activities that motivate the children. They comprehensively support their communication and language and their personal, social and emotional development. Staff caring for babies warmly sing fun songs to them and encourage them to make different sounds with musical instruments. They joyfully demonstrate to them how to enjoy music by swaying their bodies from side to side. Babies and toddlers imitate the actions of the staff and watch with excitement to see what they do next. Older children participate in making cards for Mother's Day where they are encouraged to talk about why their mummies are special. They are also asked purposeful questions that make them think. For example, when choosing what colour card to use they are asked, 'What colour card might your mummy like?' Therefore children are encouraged to think about others' preferences and what might make their mummy happy. Children are extremely confident in small groups and take turns to talk and share their experiences from home. They talk about how they are using the resources and articulately share what they are going to do next. Staff extend their learning by encouraging them to explore all of the resources on offer. For example, staff introduce them to less familiar materials, such as vinyl. They demonstrate with enthusiasm how to peel the vinyl away from the sticky paper and give the children the confidence to do it for themselves.

Rich, varied and imaginative experiences are also provided in the outdoor area. For example, children eagerly participate in role play in the pebble pit and make gifts for Mother's Day. Following on from the previous day's activities, children plant the bulbs they purchased from the greengrocer. They are extensively encouraged to lead their own learning and think about how to plant a bulb. Detailed conversations between the children and staff help them to decide what resources they need to use and in what order they need to work. Children decide for themselves which bulb they would like to use and how much soil they might need. Children thoroughly enjoy planting and say 'I am going to stay up all night to watch my daffodil grow bigger and bigger'. Mathematical language is also introduced as children listen to and use words like 'small', 'big' and 'more'.

Staff are highly effective in their planning of activities that encourage the children to be active. Every day, all ages of children spend lots of time in the fantastically organised outdoor area. There are a wealth of experiences, ranging from kicking balls into a football net to painting the equipment and paving slabs with water. They also throw bean bags onto numbered squares and role play being a builder in the pebble pit area. All children thoroughly relish their time in the outdoor area and their physical skills are rapidly progressing. These developing skills excellently support children in readiness for school.

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

Children benefit from a gradual introduction to the nursery; the amount of time this takes is dependent on the parents' wishes and their children's individual needs. This careful planning helps to support and encourage them in the transition between home and the nursery. The key person system is very well established and staff have an excellent understanding of their roles and responsibilities to meet the needs of the children in their own key group. As a result, children form strong attachments, enhancing their sense of security and belonging. Children are extensively prepared and supported by staff through transitions to school or through the nursery to new rooms. Their key person visits with them and they are sensitively encouraged to begin new relationships with the staff and the children. Therefore, children are very happy and settled in this nursery. Babies' emotional development is continually promoted as they develop secure, trusting relationships with staff. For example, babies are cuddled closely when they are tired, upset or need reassurance. Consequently their emotional needs are continually well met. The majority of children are relaxed and confident due to the warm and nurturing care they receive from staff.

Management and staff inspire the children to behave well as they take all opportunities to acknowledge their progress and achievements. Special days in children's lives, such as their last day at nursery, are acknowledged to ensure they feel hugely valued and very important. For example, staff talk to them at length about the next stage in their lives and give them 'special jobs'. These include inviting them to look through a cookery book to decide which cakes the group should make in support of Comic Relief. Consequently, children have a sense of real importance. Through playing games in small and large groups children learn about sharing and taking turns.

Children's good health is fully assured. Comprehensive records are maintained, including accidents involving the children or medication administered. These are effectively shared with parents. Concise recording of children's allergies or food preferences ensure children's needs are met and respected. Clear health plans are in place for children with severe dietary or medical needs. Meal and snack times are very sociable occasions. Children sit together and are supported in participating in group discussions. For example, children hear the tap dripping in the bathroom. This sparked a very detailed discussion about the role of a plumber. Staff are excellent role models and extremely calm and polite when they speak to the children. As a result, children are learning to treat others with respect and their manners are superb. Children learn good hygiene routines as they grow and their independence with regard to personal care is effectively encouraged. For example, babies are supported in wiping their faces with wet wipes after lunch.

Babies have many opportunities to develop their physical skills. They pull themselves to standing using low-level furniture and explore their environment with keen interest. Older children enjoy exercising in the large space available. They skilfully climb, balance and learn how to manoeuvre wheeled toys, such as bikes, around objects.

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

Robust monitoring of the educational programmes ensures the staff team are confident in delivering a broad and stimulating range of experiences that help children make excellent progress. Leadership within the nursery is highly effective and all aspects of the provision are monitored. They have high aspirations for ensuring excellent quality and have an exemplary understanding of the welfare and learning and development requirements. Leaders are dedicated to driving improvements and continually developing the service they provide. Recent improvements include introducing an electronic programme to help record children's development. In addition, following advice from a first aid officer, management have resourced first aid carry cases that can be safely carried outdoors. Staff's professional development is excellently supported and they are encouraged to access training from external providers and attend in-house training. As a result, staff feel valued by management, so they are enthusiastic and motivated and morale is high. Staff, parents and children are encouraged to share their views about the nursery, what they think works well and where improvements could be made. Management also use tools such as the local authority rating scheme to identify areas they could develop further. Therefore, there is excellent capacity for improvement.

Robust recruitment and selection is in place. All staff working at this nursery complete Disclosure and Barring Service checks to ensure they are suitable to work with children. Thorough induction procedures ensure that all staff have a secure knowledge of protecting children. This includes recognising the signs and symptoms of abuse and being aware of the nursery's designated person for safeguarding concerns. Management fully understand their role in working with Ofsted and following their local Safeguarding Children Board procedures. Confidentiality is addressed and clear information of the procedures that the nursery will follow is provided for parents. Therefore children are protected against abuse and are fully safeguarded. Written risk assessments are carried out on a regular basis and staff are vigilant at all times, ensuring the safety and well-being of the children. For example, visual checks are made of the outdoor area prior to the children going outside. Security is excellent ensuring no unwanted visitors are able to access the nursery. All visitors and parents are greeted at the front door by a member of staff; usually a senior member. Therefore, children are kept safe and cannot leave the nursery unsupervised.

Partnership working with other professionals involved in the care of the children is highly effective. In addition, first class partnerships with parents have been established. This ensures that there is a strong two-way flow of communication and they are fully informed about all the activities their children are involved in. Staff fully understand the benefits of good partnerships with other early years providers. Therefore, children are provided with a consistent approach towards their care and education. Parents who expressed their views at the inspection enthusiastically say that they are extremely happy with all aspects of the service.

## 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

<b>Unique reference number</b>	507737
<b>Local authority</b>	Coventry
<b>Inspection number</b>	906364
<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>	55
<b>Number of children on roll</b>	68
<b>Name of provider</b>	ABC Nurseries (Coventry) Ltd
<b>Date of previous inspection</b>	05/11/2009
<b>Telephone number</b>	02476672660

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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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