

# The Abbey Nursery School

Weaverham Methodist Church Forest Street, Weaverham, Northwich, CW8 3EY



## Inspection date

26 June 2018

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Managers and practitioners demonstrate a strong commitment to achieving the best outcomes for all children. Parents feel well informed about events and activities. They say that children look forward to attending the well-organised nursery.
- The sharing of information with everyone involved in children's care is a particular strength of the provision. This helps to promote children's development and well-being. For example, practitioners and parents work together to ensure that children transfer happily into their next childcare room and to school.
- Managers take account of the views of parents, children and practitioners when they evaluate the provision. They work with practitioners to plan and implement improvements. For example, the team planned and carried out changes to the outdoor area. This has enhanced the opportunities for children's play and learning.
- Children begin to make choices that help to promote their long-term welfare. For example, they learn why they must wear hats and drink more water when the weather is hot.

### It is not yet outstanding because:

- Sometimes, practitioners do not use information from assessment to identify, as precisely as possible, what children need to learn next.
- On occasion, practitioners in the pre-school room do not meticulously follow procedures for reminding children about the expectations for their behaviour when necessary.

## What the setting needs to do to improve further

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

- make the most of what is known about individual children's achievements so that plans for teaching focus even more precisely on what children need to learn next
- build on the systems for promoting children's positive behaviour so that children consistently develop the highest levels of self-control.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and the group training manager. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke to parents and took account of their views.

### Inspector

Susan King

## Inspection findings

### Effectiveness of the leadership and management is good

Managers help practitioners to improve their practice continuously. For example, they found that some of the displays in the childcare rooms did not reflect and promote children's learning effectively enough. They provided training and support, and practitioners now use display spaces more skilfully in their teaching. Safeguarding is effective. Managers make sure that practitioners understand and follow the safeguarding policy. Practitioners know what they must do if they are concerned that a child may be at risk of harm. Managers identify and minimise risks to children. For example, practitioners carefully check the outdoor area and equipment before children go outside to play. Practitioners work with other professionals to provide support for children whose starting points are below those of other children the same age. Gaps in children's attainment close steadily.

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

Parents provide information that helps practitioners to establish starting points for children's learning. Practitioners observe children's play and plan activities that interest them. For example, children demonstrate an interest in spiders and insects. Pre-school children watch caterpillars growing longer and know that the caterpillars will become butterflies. Two-year-old children play with toy insects and learn the names for them. They count spots on ladybirds and this helps to promote their understanding of numbers. Babies and toddlers enjoy varied activities that absorb their attention and stimulate their senses. For example, they splash in water and play percussion instruments.

### Personal development, behaviour and welfare are good

Practitioners devote their time and attention to the children in their care. The key-person system is effective and children demonstrate that they feel secure. Practitioners understand how children learn and give children time and opportunities to explore and investigate in their play. Practitioners carefully follow policies and procedures that help to promote children's welfare. For example, they implement well-established systems for keeping children who have allergies to certain foods safe. Children gain an early understanding of how their bodies work and learn the importance of eating healthy food. Practitioners encourage children to be helpful. For example, children join in with tidying up the toys.

### Outcomes for children are good

Children make good progress. They acquire the skills and knowledge that prepare them well to start school. Children count and use numbers when they play. For example, the numeral on the play house reminds everyone that only four children should be inside. Children develop practical skills that they use to create their own pictures. For example, they learn to use scissors and glue with increasing precision. Children develop independence as they grow. For example, they learn to put on and take off their shoes.

## Setting details

<b>Unique reference number</b>	EY500660
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	1053647
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	70
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	The Stables Nursery School Ltd
<b>Registered person unique reference number</b>	RP906480
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01925 732600

The Abbey Nursery School registered in 2016. The nursery employs 12 members of childcare staff. Of these, one holds a qualification at level 5, one holds a qualification at level 4, five at level 3 and two at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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