

ABC Childcare (Ipswich) Ltd

537 Foxhall Road, Ipswich, Suffolk IP3 8LR



Inspection date	13 June 2019
Previous inspection date	29 June 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

This provision is good

- The performance of staff is closely monitored by the management team and any weaknesses in the quality of teaching are swiftly addressed. Moral is high among the staff and they share a strong commitment to driving forward the quality of the provision for children.
- Staff have high expectations of children's achievements. They skilfully know when to allow children to try things for themselves and when to step in to offer support and guidance. All children are keen to join in with the enjoyable and challenging activities provided.
- Staff take time to find out about children's specific needs and often draw on the expertise of parents and outside professionals. In particular, this helps them to offer carefully tailored support to meet the needs of children with special educational needs and/or disabilities.
- Children are supported well to develop a growing awareness of how to keep themselves healthy and manage reasonable risks. Staff provide them with rich opportunities to gain practical skills, for example carefully using a real knife to cut up pieces of broccoli.
- Children benefit from very safe and secure surroundings. There are highly effective arrangements to help ensure children arrive and depart the setting safely.
- Although the managers have introduced a system to monitor the achievements and review the progress of different groups of children, this is not fully embedded.

What the setting needs to do to improve further

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

- embed monitoring procedures to analyse more precisely any gaps in the progress of different groups of children so that teaching can be targeted and children make as much progress as possible.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the setting manager.
- The inspector held a meeting with the setting manager. She looked at relevant documentation, including evidence of training and the suitability of staff.
- The inspector spoke to parents during the inspection and took account of their views expressed in written testimonials.

Inspector

Sarah Clements

Inspection findings

Effectiveness of leadership and management is good

The management team liaises well with local authority advisers and has worked very hard to meet the actions set at the last inspection. Staff are encouraged to undertake further training and have frequent opportunities to share their expertise and evaluate their practice together. This helps to achieve good standards of care and learning for children. Safeguarding is effective. Staff place a strong emphasis on ensuring the safety and well-being of children. They are vigilant to look out for signs and indicators of harm. Wider safeguarding matters are routinely discussed, which helps staff to feel confident to report any concerns that a child may be experiencing abuse or neglect. Staff continue to work closely with local schools and pass on detailed assessment information to teachers. This helps to ensure a joint approach to support children's smooth transition into school.

Quality of teaching, learning and assessment is good

Staff carry out effective observation and assessments of children's learning. They establish a thorough understanding of children's abilities and plan challenging experiences to support their ongoing development. For example, staff purposefully find out about the different languages used by children and gather key words to use in displays and conversations. This helps children who speak English as an additional language to develop their understanding of spoken English and strengthens their speaking skills. There are good opportunities for children who prefer to learn and play outdoors. The outdoor 'mud kitchen' is particularly popular with the younger children. For example, they refer to recipes displayed on the fence and staff skilfully ask questions to extend children's imaginative ideas.

Personal development, behaviour and welfare are good

Staff have warm, positive relationships with children and their families. They get to know them well by gathering meaningful information from parents upon entry and exchanging ongoing updates. Children work together to bring their ideas to life. For example, they cooperate well to negotiate the best way to use the stools as stepping stones. Staff offer gentle reassurance when younger children are initially less confident about new experiences. For example, they invite older children to demonstrate to their peers that it is fun to touch the 'fluffy' shaving foam. Staff praise children when they are kind and thoughtful towards one another, which helps to boost children's self-esteem and good behaviour.

Outcomes for children are good

Children, including those in receipt of early years pupil premium, make at least typical progress from their starting points. They are keen, confident and active learners. Older children often repeat the sounds that letters represent and carefully move pens across a dry-wipe board to form the shapes needed in writing. They listen well to stories and confidently discuss their own experiences as part of a group. Two-year-old children enjoy the social experience of mealtimes and demonstrate a great determination to spread crackers and pour drinks independently. Children gain valuable skills for their future learning.

Setting details

Unique reference number	EY318888
Local authority	Suffolk
Inspection number	10089429
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 8
Total number of places	62
Number of children on roll	171
Name of registered person	ABC Childcare (Ipswich) Ltd
Registered person unique reference number	RP523426
Date of previous inspection	29 June 2018
Telephone number	01473 718296

ABC Childcare (Ipswich) Ltd opened in 1983 and re-registered in 2009 due to a change in legal entity. The setting employs 21 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 or above. Both setting managers hold either early years professional status or early years teacher status. The setting operates Monday to Friday during term time. Sessions are from 8.45am until 11.45am and from 12.15pm until 3.15pm. A lunch club runs between these sessions. The setting also offers out-of-school provision. During term time, these sessions operate from 8am until 8.45am and from 3.15pm until 6pm. During school holidays, sessions operate from 8am to 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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