

Inspection of ABC Childcare (Ipswich) Ltd

537 Foxhall Road, Ipswich, Suffolk IP3 8LR

Inspection date: 9 May 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are warmly greeted by staff, who are very attentive, especially to children that need some help to settle into their day. Staff work well with parents to learn key words to welcome children in their home language when they sing their welcome song. Staff create an inclusive environment, which includes visual aids, both indoors and outdoors. This helps to support all children to be good communicators. Staff have arranged the environment to enable children to be independent and help themselves to resources. Children have made very good friendships and are excited when they see each other and they have developed lovely relationships with the staff.

Children really benefit from the outdoor area. Staff set resources to encourage children to be physically active in a range of ways. Children play cooperatively and solve problems as they help each other to transport large items, such as guttering. The garden provides children with opportunities to marvel as they have an interest in nature. They find wood lice, a worm and a bee and excitedly ask staff lots of questions to ascertain facts about where they live and what they eat. Children behave well and benefit from the high staff-to-child ratio, which enables staff to be on hand to help children to share and take turns while some children are still learning.

What does the early years setting do well and what does it need to do better?

- Staff develop a child-centred curriculum that stimulates and challenges children's learning. They use their assessments to build on what children already know. Consequently, the environment is set up well with activities of interest and resources that really engage children in their learning. Staff identify and plan very well for children with special educational needs and/or disabilities. They work alongside parents and other professionals to write clear targets and use consistent strategies, such as now and next. As a result, children make good progress in their development.
- Children are offered a healthy snack. Staff create a visual snack menu, so all children can communicate what they would like to eat. Snack time is also a good opportunity to be independent as children are expected to follow the routine. For example, washing their hands and pouring their drinks.
- Mathematical development is an area of strength. Staff are highly skilled and take every opportunity to introduce mathematics in all areas of the setting. As a result, children regularly use numbers in their play. Children, without prompting, can tell staff how many spaces there are at snack time by looking at a grid and notice that only three out of the five spaces are full and state that two more children can join them.
- Staff are extremely efficient at helping children to develop their language. They

model good pronunciation and extend children's vocabulary through meaningful conversations. Staff use simple words and show skill as they give children the time to think before answering a question. In contrast, each child has a card with their name printed so they can self-register. However, staff have not considered that some children do not recognise their name and after a few attempts at guessing which is theirs, they give up.

- Staff actively support children's imagination. They join in make-believe games to support and extend children's creativity. For example, a group of children alongside a member of staff use an empty suitcase as a prop to imagine they are going on holiday. They open the suitcase and energetically make up what is inside and where to travel next.
- Children come together to participate in whole-group or small-group activities. On the whole, children are very engaged especially during 'bucket time', when they excitedly wait to see what item will come out of the bucket. On occasions, staff do not organise small-group times well enough so some children disengage and lose focus on their learning.
- Continued professional development is important to staff. They are highly qualified and continue to strive to extend their knowledge through training. Wherever possible, two members of staff attend together so they can discuss their learning and then disseminate to the remaining staff so that everyone benefits. Management is very reflective and are passionate about providing the best service to children and families.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen the organisation of small-group times to enable all children to fully engage in their learning
- review the self-registration system so that all children can fully participate.

Setting details

Unique reference number	EY318888
Local authority	Suffolk
Inspection number	10380540
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 at time of inspection	2 to 4
Total number of places	26
Number of children on roll	100
Name of registered person	ABC Childcare (Ipswich) Ltd
Registered person unique reference number	RP523426
Telephone number	01473 718296
Date of previous inspection	13 June 2019

Information about this early years setting

ABC Childcare (Ipswich) Ltd opened in 1983 and re-registered in 2009 due to a change in legal entity. The setting employs 13 members of childcare staff. Of these, eleven hold appropriate early years qualifications at level 3 or above and there are two apprentices training. 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 all eligible children.

Information about this inspection

Inspector
Emily Holt

Inspection activities

- The provider and the inspector completed a learning walk together and discussed their curriculum and what it is that they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The provider and the inspector carried out a joint observation together.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to children during the inspection.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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.

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