

Inspection of Abbey School Nursery

Abbey School, Hampton Court, Fore Street, St. Marychurch, Torquay, Devon TQ1 4PR

Inspection date:

7 May 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Leaders do not ensure all staff have regular supervisions to offer support and continuous improvement. This impacts staff well-being and the quality of teaching and learning delivered to children.

Children show they feel safe and know the daily routine. For example, on arrival, pre-school-age children take turns to find a photo of themselves and display it on a board to self-register. Staff praise these children for having patience while they wait for their friends to have a go. All children use good manners such as please and thank you. Staff remind children of the golden rules, such as using 'indoor voices' when inside. Later in the day, pre-school-age children remember and follow these rules.

Since the last inspection, leaders have revised how they plan and deliver the curriculum. There is an improved focus on incorporating children's next steps of development into the planning. Staff now review children's targets each week and include these in children's daily activities. As such, children are making better progress. However, this is not yet good because all staff do not receive sufficient mentoring from leaders to develop their practice. For example, although there has been some improvement in staff interactions, leaders have not fully embedded communication and language training for all staff.

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

- Leaders endeavour to reduce workload for staff. They provide staff with time to complete planning. Staff welcome this. Nevertheless, leaders do not implement effective supervision arrangements to support and mentor all staff so they can receive coaching to improve their personal effectiveness. For example, leaders provide staff with supervision forms to complete. However, leaders do not follow these up with all staff afterwards. As such, not all staff have the opportunity to address any sensitive issues or discuss how to improve their practice.
- Babies are resilient and confident outside. Older babies develop their hand-eye coordination skills as they kick and roll balls to each other. Younger babies strengthen their core as they crawl over obstacles. Staff look at flowers in the garden with babies. They broaden babies' understanding of nature. For example, older babies recall colours they know and name red and yellow flowers. Staff support older babies to remember to look and not pick the flowers so they can grow. Older babies follow these instructions and repeat the word 'look'.
- Toddlers enjoy being creative. They use tools to dab glue onto paper and begin to develop their finger dexterity. However, staff working with toddlers do not consistently use effective communication and language strategies to build on toddlers' listening and attention skills. For example, at times, staff speak very

quickly and give multiple instructions in one sentence. Toddlers struggle to hear or acknowledge staff and do not always gain confidence in their own abilities.

- Pre-school-age children fill and empty containers with water. However, staff do not always support pre-school-age children to extend their knowledge and understanding of mathematical concepts such as shape, space and measure. For example, staff do not teach children about volume or capacity while they transfer water between the different-sized containers. Despite children's initial motivation, they soon lose interest and move on to something else. At times, staff do not encourage pre-school-age children to have high levels of curiosity.
- All children access an inclusive environment and have support to make choices. For example, staff use visual images to enable children to indicate their needs. Children use 'core boards' and point to what they would like to do next. Staff recognise children's preferences, and children feel respected.
- Parents comment that their children have developed their social skills since attending. They state their children make friends and play more confidently with others. Parents value the daily communication from the setting and the information they receive on how to support their children's learning at home. For example, staff make a replica of an 'emotion board' used at the setting for parents to use at home. Parents notice this supports their children to have a better understanding of their feelings.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
implement effective supervision arrangements to support and mentor all staff so they can receive coaching to improve their personal effectiveness.	20/06/2025

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

- further develop staff knowledge and understanding of how to support toddlers' communication and language and build on their listening and attention skills
- strengthen staff practice on how to develop pre-school-age children's knowledge

and understanding of mathematical concepts such as shape, space and measure.

Setting details

Unique reference number	EY234164
Local authority	Torbay
Inspection number	10373765
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	67
Number of children on roll	91
Name of registered person	Schools In Limited
Registered person unique reference number	RP520740
Telephone number	01803327868
Date of previous inspection	15 October 2024

Information about this early years setting

Abbey School Nursery registered in 2003. The nursery operates from the independent Abbey School in Torquay, Devon. The nursery offers government funded places. The nursery is open from 8am to 5.30pm each weekday during term time and from 8am to 5pm each weekday during holidays. There are 22 staff members employed to work directly with the children. Of these, eight have relevant degree-level qualifications, and 14 hold a relevant qualification at level 2 or 3.

Information about this inspection

Inspector

Jemma Honey

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The special educational needs and disabilities coordinator, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 manager and the inspector carried out a joint observation of a group activity.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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