

Inspection of Abacus Stoke Gifford

Stoke Gifford Baptist Church, 1 Rock Lane, Stoke Gifford, BRISTOL BS34 8PF

Inspection date: 13 May 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children thrive in this warm, nurturing and inclusive setting, which feels very much like a home from home. The setting's distinct character is rooted in its child-centred ethos, where every child is valued as an individual and their needs come first. Staff build strong, trusting relationships, creating a calm, purposeful environment where children feel secure, respected and confident to explore and learn.

From the moment children arrive, they are welcomed warmly and supported to settle quickly. Staff are attentive and responsive, promoting children's emotional and physical well-being through consistent routines and positive interactions. This nurturing approach supports all children, including those with special educational needs and/or disabilities (SEND), ensuring they feel safe and valued.

The curriculum is ambitious and tailored to every child's needs and interests, especially supporting disadvantaged children and those with SEND. It builds on what children already know and encourages curiosity, independence and resilience. Staff have high expectations and model positive attitudes to learning, which children mirror in their enthusiasm and engagement. As a result, children are motivated and make meaningful progress across all areas of learning, well prepared for the next stage of their education.

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

- Staff deliver a well-sequenced and ambitious curriculum that supports children to make strong progress across all areas of learning. They plan activities that reflect children's interests and developmental stages. Staff make effective use of resources, indoors and outdoors, to build on what children know and can do. They adapt teaching to meet a wide range of needs, including children with SEND, and provide sensitive support to promote inclusion and participation.
- The curriculum gives children the foundations they need for future learning. Children develop a love of books, confidently recall key events from stories, and join in with repeated phrases. Staff use songs and rhymes to build language and memory. Children count, sort and match with confidence during daily routines and play, which deepens their early mathematical understanding.
- Staff know the children well and plan activities to support their learning. However, there is scope to strengthen how consistently they build on children's next steps to help every child make the best possible progress. During some group activities, staff do not give children sufficient time to think and respond, encouraging them to explore their ideas more freely.
- Children arrive happy and settle quickly. They show high levels of emotional security and form strong bonds with familiar adults. Staff use consistent routines and offer plenty of praise and encouragement. As a result, children behave well

and show kindness towards others. They manage small conflicts independently, take turns and show respect for shared spaces.

- Children show growing independence in their self-care. They manage personal hygiene, put on coats and serve themselves food. Staff encourage these routines, helping children develop responsibility and confidence. Older children display strong school readiness. They recognise their names, listen well in group times and follow instructions with increasing maturity.
- Leaders demonstrate a strong commitment to creating a supportive and inclusive environment. The open communication and positive relationships among staff contribute to high morale and effective teamwork, which underpin the smooth running of the setting.
- Partnerships with parents and external agencies are strong. Staff and leaders work together to ensure timely referrals and individualised support. Parents feel well informed about their children's progress and appreciate the care and attention staff provide.

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:

- embed and monitor children's next steps within day-to-day planning, ensuring that all children reach their full learning potential
- review how staff deliver group-led activities, giving children time to think, respond to questions and explore their ideas without the use of leading questions.

Setting details

Unique reference number	2718894
Local authority	South Gloucestershire
Inspection number	10380535
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	28
Number of children on roll	51
Name of registered person	Learning Through Play Ltd
Registered person unique reference number	RP907777
Telephone number	07701364282
Date of previous inspection	Not applicable

Information about this early years setting

Abacus Stoke Gifford re-registered in December 2022. The pre-school is located in Stoke Gifford, Bristol and operates during term time. There are three different sessions available, from 8.30am to 12.30pm, 12.30pm to 4pm and full day from 8.30am to 4pm. There are four staff who are qualified at level 3, one at level 6 and one who is currently unqualified. The provider receives government funding for children aged two, three and four years.

Information about this inspection

Inspector

Shahnaz Scully

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The children spoke to the inspector during the inspection.
- The manager and the inspector carried out a joint observation.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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