

Learning Curve

Inspection report for early years provision

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Inspector Beverley Blackburn

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

The Learning Curve day nursery opened in January 2004. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from three rooms, within purpose built premises on the outskirts of Wootton Bassett. There is a fully enclosed outdoor play area and garden. It is registered to care for no more than 63 children in the early years age group at any one time. The group is open weekdays from 08.00 until 18.00 for 52 weeks of the year. The nursery serves the local area.

There are currently 67 children on roll, all in the early years age group. The nursery provides funding for nursery education. The group supports children with learning difficulties and/or disabilities and children with English as an additional language.

The nursery employs 19 staff who work directly with the children. Sixteen of the staff, including the manager, hold an appropriate early years qualification. The group was recently awarded the Bristol Standard Quality Assurance accreditation.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are cared for in a warm, friendly and welcoming environment which promotes their welfare and learning and development needs very well. Children's needs are met effectively because staff are proactive in working with the parents. They have good information on the children and are knowledgeable about each child. The group has made good improvements since their last inspection which impact positively on the experiences for the children, and there are plans in place for further development of the service.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- analyse observations to help plan "what next" for the individual child so that their progress can be tracked effectively
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of the provision for all the children

The leadership and management of the early years provision

The nursery has a strong commitment to ensuring all information, including policies and procedures, which underpin its effective management, are shared with the parents. The staff takes a professional approach to their roles in understanding the need to safeguard the children. As a result, the arrangements for safeguarding

children are robust.

The group has completed a quality assured self-evaluation process and have identified aspects of the nursery that need improvements. They have reviewed their procedures, such as promoting positive behaviour and encouraging free flow play, and these improvements have benefited the children well. Plans are in place to continue to develop and extend the self-evaluation process in order to evaluate the provision in the Early Years Foundation Stage (EYFS) effectively. Since the last inspection improvements have been made to address the recommendations, which have had a positive impact on the experiences for the children, for example, staff are proactive in developing the children's independence by ensuring all children are given the opportunity to carry out small tasks. Staff have a consistent and positive approach to managing children's behaviour by using the traffic light system, which teaches the children to self-manage their behaviour. The nursery is striving to provide high quality care and education for all children.

The nursery environment is safe and secure for children due to a rigorous risk assessment process. All areas of the nursery, including the outdoor areas, are visually checked daily. Staff are aware of their responsibility in promoting a safe environment and promoting children's understanding of keeping themselves safe. For example, the monitor of the day welcomes visitors; the staff then explain to the children why it is important for all visitors to sign in on arrival. The staff have a good knowledge of child protection procedures and are confident in explaining their role and responsibilities should there be a concern.

The nursery has established effective ways of communicating with the parents and carers. The staff have a very good relationship with them, this enables an effective two way flow of information which continues throughout the child's time at the nursery. The information on the children is comprehensive, promoting good continuity in both care and learning. The parents are very happy with the care and education their children are receiving, they find the staff friendly, approachable and welcoming and know all the children. The nursery has helped the parents to understand the EYFS and how children learn through play by inviting them into the setting and encouraging them to participate in an interactive play session.

The quality and standards of the early years provision

Children's learning is very well supported through the provision of a good range of toys and resources, a well-planned, interesting environment, and interaction with knowledgeable and skilful staff. Children enjoy a variety of stimulating activities both indoor and outdoors. They explore the well-planned garden, where they run and use climbing equipment, such as the climbing frame. They enjoy riding bikes, scooters and digging in the garden. Children learn to use a range of tools with great skill, for example, they enthusiastically use garden tools to dig or skilfully manoeuvre a computer mouse. They enjoy activities such as cooking, which help in developing their understanding of problem solving, reasoning and numeracy. Children also enjoy playing with the sand and water, looking at books with enjoyment and enthusiasm, and re-telling the stories in their own words. The younger children experience a variety of activities to promote their all round

development. They enjoy playing with simple construction bricks, sensory toys, mark making materials, and art and craft, such as, painting or just being creative and using their imagination. Staff are effective in promoting children's communication skills, for example, by repeating words back to the very youngest children to help consolidate new vocabulary, and using effective open questioning when supporting older children in their activities. Children respond well to staff instructions, they are polite and considerate with each other, they are encouraged to say please and thank you. Children receive praise and encouragement for their achievement.

Children are making good progress in all areas of EYFS curriculum. Staff carry out regular observations and record these in each child's learning journey journal. They are able to link the six areas of learning effectively to the planning. They make assessments based on their observations as to where children are in their learning and development and plan activities to promote progress towards the early learning goals. There are plans in place for staff to analyse the individual observations of each child and to plan clearly the next steps in their learning and development. The planning takes account of children's interests and information from parents. All staff have a good knowledge of the EYFS learning and development requirements and are confident in helping children learn appropriately both in and out of doors. All staff are very competent in delivering the nursery programme to reflect the EYFS framework.

Children's healthy lifestyle is promoted effectively. They enjoy regular physical exercise and learn about healthy eating. The meals are well balanced and nutritious and are clearly enjoyed by the children. Staff are well aware of children with particular dietary needs and work in partnership with parents to provide appropriate meals and snacks. Children's needs for rest and sleep are met well as individual routines are considered. Children's personal hygiene is promoted effectively by staff, and children demonstrate their understanding of the routine. Children understand about keeping themselves safe while at the nursery and on outings. The frequent practice of the evacuation procedure helps the children to understand how to keep themselves safe by teaching them to leave the premises quickly and safely. The good relationship between the staff and parents/carers helps children to succeed and promotes continuity of care and learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met