

# Learning Curve

Inspection report for early years provision

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**Inspection date** 29/04/2010  
**Inspector** Hilary Elizabeth Tierney

**Setting address** Garabrecan, Brinkworth Road, Wootton Bassett, Swindon,  
Wiltshire, SN4 8DS

**Telephone number** 01793 851495

**Email** info@thedaynursery.com

**Type of setting** Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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## 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*.

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## Description of the setting

Learning Curve day nursery opened in 2004. It operates from purpose built premises on the outskirts of Wootton Bassett. Children use three rooms depending on their age: babies and toddlers use the Honey Street room; two-to-three year olds use the Walnut Grove room; and three-to-four year olds use the Badgers Bank room. All children have use of the fully enclosed outdoor play area and garden.

The nursery is registered on the Early Years Register to care for no more than 63 children in the early years age group at any one time. The group is open weekdays from 8.00am until 6.00pm for 52 weeks of the year, excluding bank holidays. The nursery serves the local area. There are currently 90 children on roll, all in the early years age group. The group supports children with special educational needs and/or disabilities and children with English as an additional language.

The nursery employs 21 staff to work directly with the children plus the director/manager, administrator and chef. Of these, 15 staff, including the manager, hold an appropriate early years qualification and four staff are working towards early years qualifications at level 2 and 3. The group was recently awarded the Bristol Standard Quality Assurance accreditation.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in all areas of learning and have strong relationships with adults. They are recognised as unique and individual and their needs are met very well. Effective arrangements exist to ensure children's safety, health and well-being is promoted. Strong links with parents and carers have been developed and they are extremely well informed. Extremely detailed policies and procedures contribute to the smooth running of the setting. Both staff and management have contributed to the self evaluation process and as a consequence there is a high commitment from everyone to improve and continue to provide high quality care.

## What steps need to be taken to improve provision further?

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

- develop the links between sensitive observational assessments and planning of activities that include children's interests, so that all adults are informed and able to continue to meet all children's individual needs
- develop further the role of the key person system and consider the use of a second key person so that when the main key person is away there is a familiar and trusted person who knows the child well.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded well and robust procedures are in place. Children have a strong understanding of how to keep themselves safe as staff give clear explanations, such as if you run inside you may fall and hurt yourself on a toy. Staff are clear about the procedures to follow should they have any concerns about a child in their care. They clearly record children's existing injuries and share these with parents. Excellent security precautions are in place and the building is accessed using a keypad or doorbell. All visitors are checked and their attendance noted. Staff and children's attendance is also clearly recorded and all staff are suitably checked. Detailed accident and medication sheets are completed and shared with parents on the day. All necessary written parental permissions are obtained. Risk assessments are in place and cover all aspects of the environment children have contact, including any outings or walks.

Resources are of a high quality, easily accessible and used effectively to support children's learning. The environment is conducive for learning, managed well and carefully looked after. Children thrive and benefit from having free-flow between inside and outside the nursery. Staff help children learn about the world they live in. They actively promote equality and diversity and have a good knowledge of children's backgrounds and needs. They also offer good support to children with English as an additional language and those with special educational needs and/or disabilities. Staff have a good knowledge and understanding of the Early Years Foundation Stage, enabling children to progress and build on what they know. Staff know their key children well and observations are completed in detail. However, these are not yet fully linked to the planning of activities and do not highlight children's interests or those who need extra support or extension. The key person system works well but has not been fully developed, particularly with the younger children. At times children have contact with many adults; therefore, the younger ones are unlikely to form a secure attachment with a particular adult, which may help them settle quickly.

An excellent highly positive partnership with parents has developed. They are encouraged to contribute to their child's learning and receive extremely detailed information. There are: detailed notice boards around the building and entrance hall; regular newsletters; easily accessible policies and procedures; a suggestion box; and verbal and written daily information about their child's day is shared when they collect their child. Parents' also have a home wallet given to them regularly. This contains items of their child's work and learning journey sheets, so they are able to see exactly what their child is achieving; their comments are also requested. Regular parent questionnaires are sent out to gather comments about the care provided. Parents' speak highly of the nursery staff and management, how well their children have settled and how approachable the staff are. All parents know their child's key person and comment on how happy their children are. The partnership with other early years settings and other professional is good and information is shared regularly, so that all adults are able to contribute to children's achievements.

The self-evaluation process involved all staff and clearly identified strengths, weaknesses and areas for improvement. The group have successfully addressed recommendations and actions from previous visits, which demonstrates a high commitment to drive improvement. The staff are highly motivated and consequently work well together in all areas of the nursery, to provide high quality childcare.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy, confident, secure and safe in their surroundings. They have good relationships with staff and each other. The staff enjoy being with the children and interact with them in a calm and caring manner. Staff speak to children with respect, ensuring they listen and answer their questions. They ask children open questions to help them think and problem solve. Staff treat all children equally, resulting in children's good behaviour. Older children are polite, using 'please' and 'thank you' with little or no prompting from staff. The younger children, who are not yet speaking, are encouraged to use sign language when asking for their drinks or respond to staff with 'please' or 'thank you'. This works well and children were observed using sign language regularly. Children make good progress in all areas of learning. They are developing the overall qualities to enable them to take responsibility for small tasks and skills for the future. For example, during snack and mealtimes children are encouraged to help set tables and hand out cutlery and food; all children are encouraged to do this including the younger ones.

Children are motivated, interested, well occupied, eager to learn and thoroughly enjoy being at the nursery. They have a strong sense of belonging and good self-esteem. Displays of their work are around the building and children have their own coat pegs. Children enjoy easy access to the resources and make choices for themselves during the sessions. Older children are able to select their resources both inside and outside. The warm caring environment helps them develop their social skills and interactions with each other are good. They organise their own games and enjoy making friends. Children play outside with balls, sand, water and role-play items such as ironing boards, irons and washing lines. The staff help children to put up their washing line and children are able to peg clothes on it and pretend they are drying in the sun; they then take them off the line and pretend to iron them. Children enjoy playing with the sand, building with it and pouring it from different containers. They are able to roll balls down a slope to a member of staff. Children explore the grounds with staff and enjoy learning about the vegetable garden. Babies are developing early skills actively exploring their surroundings, both inside and outside. Younger children take part in lovely music sessions and enjoy using musical instruments and playing with bubbles, squealing with delight as bubbles come out of the machine. The younger children are able to access resources easily; for example, selecting song cards and giving them to a member of staff, so they can have songs before lunch. Younger children enjoy looking at books with staff or alone. They are able to develop their creative skills through the lovely activities staff provide; for example, they are allowed to paint freely and staff praise them highly as they complete their 'pictures'. They can get

as messy as they like, covering not only themselves but also a member of staff in paint. All children have a lovely time at nursery and co-operate with each other. They are polite, well behaved, take turns and work together or independently. They are encouraged to have fun and enjoy their learning and consequently are developing into happy, well rounded children.

Children are learning an excellent understanding of personal hygiene and healthy lifestyles. They are provided daily with freshly prepared meals and snacks and all dietary needs are catered for extremely well. Children are encouraged to help with snacks and meals and enjoy being given tasks such as giving out cups, cutlery and food. Children are encouraged to pour their own drinks and are very capable of doing this. Children are encouraged to wash their hands before snacks and meals; even when eating outside there is a sink available for them to wash their hands. Staff ensure children have regular opportunities for extra drinks and drink bottles are taken outside while children play. All children have lovely access to the outside play areas and the free flow system works extremely well. The younger children are taken for walks around the grounds and field, so they also get fresh air regularly. Routines for the younger children are in accordance with their individual needs and they are put down for a sleep when required. Sleeping babies are regularly checked and records are kept of sleep times and when checked. Excellent nappy change procedures are in place and staff are good role models. All outdoor shoes are removed when entering the baby room, which helps to prevent the spread of infections.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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