



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY251887

DfES Number: 540073

### INSPECTION DETAILS

Inspection Date 16/11/2004  
Inspector Name Nikki Whinton

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Learning Curve  
Setting Address Garabrecan, Brinkworth Road  
Wootton Bassett  
Swindon  
Wiltshire  
SN4 8DS

### REGISTERED PROVIDER DETAILS

Name LC2 Ltd 4515989

### ORGANISATION DETAILS

Name LC2 Ltd  
Address Garabrecan, Brinkworth Road  
Wootton Bassett  
Swindon  
Wiltshire  
SN4 8DS

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

The Learning Curve Day Nursery opened in January 2004. It operates from two rooms, within purpose built premises on the outskirts of Wootton Bassett. A maximum of 36 children may attend the nursery at any one time. The group is open weekdays from 08.00 until 18.00 for 50 weeks of the year. Children share access to a secure enclosed outdoor play area. The nursery serves the local area.

There are currently 36 children from birth to under five years on roll. Of these, two children receive funding for nursery education. The group currently supports children with a variety of special needs and children who speak English as an additional language.

The nursery employs 10 staff. Six of the staff, including the manager hold an appropriate early years qualification. One member of staff is currently working towards a qualification.

### How good is the Day Care?

Learning Curve Day Nursery provides satisfactory care for children. The manager and her staff have appropriate training, qualifications and experience. Appropriate numbers of staff are working directly with the children. However, children's attendance is not always recorded accurately. The premises are clean, well maintained, warm and welcoming to parents and children. Staff offer a wide range of equipment.

Most procedures are in place to promote children's safety. The premises are secure and staff have a good understanding of their fire safety responsibilities. Most required good practices are followed to support children's good health. Staff understand the importance of healthy eating, which they actively encourage through the wide variety of nutritious snacks and meals provided. The staff are fully aware of their vital role in the protection of children.

The staff acknowledge each child as an individual and have a positive relationship

with them. However, activities provided for two-year-olds are not always developmentally appropriate. Staff have valuable experience of caring for children with a variety of additional needs. They have undertaken appropriate behaviour management training, but are not always well deployed to support children's positive behaviour.

The staff have a good partnership with the parents and carers. They ensure children are looked after according to parents' individual wishes. They provide daily written information about each child's day and offer informal opportunities for staff and parents to discuss children's care issues.

#### **What has improved since the last inspection?**

not applicable

#### **What is being done well?**

- The manager and her staff have appropriate early years training, qualifications and experience. They have effective procedures in place to protect children from unvetted adults. Staff take advantage of available training opportunities to help develop their professional knowledge and understanding.
- The staff provide premises which are secure, very clean, well maintained, warm and welcoming to parents and children. Good use is made of the available play space, both inside the building and within the enclosed outside play area. Children have access to the facilities they need to support their development.
- The staff offer an extensive range of clean, well maintained equipment. They have a very good understanding of safety issues regarding the purchase, use and maintenance of resources. Children are able to easily self select from a stimulating variety of age appropriate toys which help to promote their learning and development.
- The staff have a very positive partnership with the parents and carers. The staff ensure each child is looked after according to parents' individual wishes. They provide parents with written and verbal feedback about each child's day. They offer informal opportunities for parents and staff to liaise and discuss children's care issues.
- The staff have a very good understanding of their important role in the protection of children. They are aware of confidentiality issues and the correct procedures to be followed if they have concerns about a child. Children are cared for within an environment which actively supports their welfare.

#### **What needs to be improved?**

- the staff's procedure for recording children's daily attendance and the organisation of the staff to ensure they are well deployed to promote

children's positive behaviour

- the staff's planning and provision of a range of developmentally appropriate activities and play opportunities to support the learning and development of two-year-olds
- the staff's arrangements for children's safety, to ensure electric sockets in areas accessible to children are made safe or inaccessible
- the staff's procedures for hand washing prior to handling food and the arrangements to ensure parents sign to acknowledge when children have received medication.

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

Since 1 April 2004 Ofsted has not received any complaints about this nursery.

**Outcome of the inspection**

Satisfactory

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?**

**The Registered Person must take the following actions by the date shown**

Std	Action	Date
2	Ensure registration arrangements record the daily attendance of all children and make sure staff are effectively deployed to promote children's positive behaviour.	16/11/2004

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
3	Ensure the activities provided for two-years-olds are appropriate for their stage of development.

6	Ensure electric sockets in areas accessible to children are made safe or inaccessible.
7	Ensure good hygiene practices are in place regarding staff hand washing prior to handling food and make sure parents sign to acknowledge when medicines have been administered to children.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Learning Curve Day Nursery provides good quality provision, which helps children to make generally good progress towards the early learning goals.

Teaching is generally good. Staff plan and provide a variety of practical activities to help support children's learning and development. However, assessments are not used effectively, creative activities tend to be prescriptive and there are limited challenges for children who learn more quickly. The staff have a positive relationship with the children and support them in developing their confidence, independence and self esteem. They offer a wide variety of stimulating learning resources, which are easily accessible to children for self selection.

Leadership and management are generally good. The group benefits from the skills of the proprietor combined with the training and experience of the manager. The group does not monitor the effectiveness of the educational provision. However, the group has a good understanding of its strengths and areas for improvement. The management are totally committed to offering quality provision and are putting appropriate strategies in place to support future development.

The partnership with parents and carers is generally good. The parents are provided with regular, good quality information about the setting and its provision. They are given daily written and verbal information about their child's day. Parents are invited to contribute their knowledge about their child to aid staff assessments. However, they are not always asked to share their observations when their child first enters the foundation stage of learning. Parents are encouraged to become actively involved in their child's learning.

### What is being done well?

- The children regularly take part in a wide range of practical, meaningful activities to develop their awareness of a range of cultures and beliefs. Through activities such as dancing to Indian music, receiving Eid celebratory gifts, sampling curry and poppadoms or making barfi by following a recipe, children are effectively learning more about the wider world.
- The staff have an effective partnership with the parents and carers. Parents are made very welcome within the setting and through regular newsletters and eye catching notices, they are provided with regular, good quality information about the provision. Parents are given daily written and verbal feedback about each child's day. Staff encourage parents to become actively involved in their child's learning, such as by helping them undertake litmus paper experiments on household consumables or recommending good quality children's books to share with their child.
- The children have a good range of vocabulary. They use language very

confidently when discussing their thoughts and experiences with peers and staff. Children are increasing their awareness of letter sounds, are beginning to recognise familiar words in print and enjoy spontaneously exploring books with friends, as well as sharing stories with adults.

- The children love designing and building with a wide range of construction materials. They use tools, techniques and imagination skilfully whilst making their creations. Children concentrate well and persevere to complete their models to their own satisfaction.

#### **What needs to be improved?**

- the staff's programme for monitoring and assessment, to ensure the information obtained from the observations and assessments undertaken on the children is used to plan challenging activities to support individual children's future learning, especially those who learn more quickly
- the staff's provision of opportunities for children to initiate and develop their own creative and imaginative ideas whilst involved in art and craft activities.

#### **What has improved since the last inspection?**

not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident, enthusiastic and eager to explore the available activities. Children are developing their social skills and forming positive relationships with staff and peers. They love sharing their news, such as when telling an adult that at the weekend "I saw Santa Claus in a hut, with lots of toys going up and down". Children have good self esteem and are effectively developing their independence through the daily routine. However, children do not always behave appropriately.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have a good range of vocabulary and use language confidently when talking to others. Through activities, such as finding named place mats, children are learning to recognise familiar words in print. Children enjoy exploring books as individuals and take part in regular large group story times. However, children have limited opportunities to practise and develop their early writing skills. Writing activities provided offer insufficient challenge for children who learn more quickly.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have regular chances to count and to recognise numbers as labels, such as when placing conkers on a number line. They enjoy practical activities, including comparing the sizes of toy elephants and completing puzzles, to develop their awareness of shape, space and measure. However, children have limited opportunities to develop their understanding of calculation and those who learn more quickly rarely take part in problem solving activities offering sufficient challenge.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have good, practical chances to develop their awareness of cultures and beliefs. They enjoy designing and building using a wide variety of construction materials. They love sharing significant past, present and future events in their lives, such as when telling staff "I went to church a long, long week ago". Children confidently use information and communication technology to support their play. However, they have limited chances to find out more about the area in which they live.



## PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have good spatial awareness and move confidently throughout the provision. Children handle a range of equipment, tools and materials safely, showing developing coordination and control. They are learning the effects of exercise on their bodies and know they must wash their hands as 'you'll get germs'. However, children rarely take part in planned activities to promote balancing and climbing skills. Opportunities provide insufficient challenge for more able children.

## CREATIVE DEVELOPMENT

Judgement: Generally Good

Children regularly explore colour, texture, shape, form and space. They enjoy singing simple songs from memory and investigating a range of musical instruments. Children love using their imagination through role play. They make cups of tea for staff and have long telephone conversations with friends "Hello, is it Hannah? What have you been doing?". However, they have very limited chances to take part in art and craft activities which enable them to initiate or develop their own creative ideas.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- develop the staff's programme for monitoring and assessment, to ensure the information obtained from the observations and assessments undertaken on the children is used to plan challenging, activities to support individual children's future learning, especially those who learn more quickly
- improve the provision of opportunities for children to initiate and develop their own creative and imaginative ideas whilst involved in art and craft activities.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*