

# Learning Curves Nursery

Inspection report for early years provision

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**Unique reference number**

EY310801

**Inspection date**

20/06/2012

**Inspector**

Julie Kelly

**Setting address**

Christ Church C of E Primary School, Long Lane, Aughton,  
Ormskirk, Lancashire. L39 5AS

**Telephone number**

01695 420123

**Email**

learningcurvesuk@aol.com

**Type of setting**

Childcare - Non-Domestic

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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*.

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.

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## Description of the setting

Learning Curves Nursery is a privately owned and managed setting which has been registered since 2005. It provides full day care in the nursery from 8am until 6pm for 51 weeks of the year and also offers before and after school provision, term time only. The nursery operates from an open plan self-contained nursery unit attached to Aughton Christ Church C of E Primary School and currently cares for children aged two to four years. There is a secure, separate access to the setting from the school and all children have access to secure, enclosed outdoor play areas. The before and after school provision operates from the school hall, computer suite and Year 1 classroom within the school and also has access to the outdoor play area.

A maximum of 60 children aged under eight years, may attend the setting at any one time; of these, not more than 16 may be under three years. The setting currently takes children from two years of age and also offers care to children aged eight years to 11 years. The setting serves the local and surrounding areas and children attend for a variety of sessions.

There are currently 84 children on roll. Of these, 58 are under eight years and of these 49 are within the early years age group. A total of 33 children are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are ten members of staff, including the manager and deputy manager who work directly with the children. Of these, one holds Qualified Teacher Status, one holds Early Years Professional Status and five hold a qualification at level 3 in early years. In addition, one member of staff holds a qualification at level 2 in early years and two members of staff are unqualified. The setting has achieved 'Step into Quality' quality assurance status and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are exceptionally well motivated and confident as they play in an extremely vibrant, inclusive and safe environment. Overall, learning experiences are stimulating, exciting and enable children to be actively engaged and make rapid progress. Staff are highly skilled and have an excellent understanding of the learning and developmental needs of young children. Superb partnerships have been established with both parents and carers and with other providers and professionals. As a result children's welfare and development needs are exceptionally well met. Systems for evaluating the quality of the provision are outstanding with comprehensive plans for the future in place to maintain the excellent quality of the provision.

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

To further improve the high quality early years provision the registered person should consider:

- extending opportunities for children to work alongside artists and other creative adults so that they see at first hand different ways of expressing and communicating ideas and different responses to media and materials.

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

Children are exceptionally well protected through highly effective safeguarding procedures and staff's excellent understanding of child protection issues. Rigorous recruitment and induction procedures are in place and implemented very effectively to protect children. This ensures that all staff are checked with regard to their experience, qualifications and suitability to care for children. Children's safety and welfare is significantly enhanced through extensive safety measures and extremely detailed risk assessments taking place to minimise hazards. All required documentation is in place and of an extremely high standard.

Staff are extremely enthusiastic and fully committed to continual improvement, successfully identifying the strengths and areas for development of the setting. The views of parents, carers, children and other professionals are highly valued and are successfully incorporated into the comprehensive and rigorous self-evaluation process. Staff are dedicated to their continual professional development and consistently access an extensive variety of training. All recommendations from the last inspection have been positively met which has a favourable impact on children's overall well-being. Equality and diversity is exceptionally well promoted. Languages from around the world are used and displayed throughout the setting, helping children to develop an excellent appreciation of linguistic diversity. Deployment of resources, including staff, is excellent. The differing learning styles of girls and boys are fully recognised both in the provision of resources and planning of activities. Children with special educational needs and/or disabilities are extremely well supported through the staffs' exceptional liaison with other professionals, parents and carers.

Excellent relationships with parents and carers help promote security and consistency in children's lives. Parents and carers take an extensive and highly active part in the day-to-day running of the setting and in key decision making. An innovative system of a story sack lending scheme is very well established and is extremely effective in developing children's learning at home. Parents are extremely supportive of the setting and delighted with the care and education their children receive. Relationships with the host school and other early years providers are similarly outstanding to ensure transitions are effective and continuity of care is promoted.

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

Children thoroughly enjoy their time in the setting and are offered a rich, varied and imaginative range of activities often initiated by their own individual interests. They show real enthusiasm for what they are doing and talk with considerable confidence and eagerness about their achievements. They are well-equipped to make consistent progress and to develop their future learning skills to an excellent level. The thoughtful storage of resources means that children are able to make independent choices and are inspired to explore and be imaginative and creative. For example, children enthusiastically choose the appropriate resources needed to make a wand from those available in the workshop area. However, opportunities for children to work alongside artists and other creative adults so that they see at first hand different ways of expressing and communicating ideas and different responses to media and materials are less well developed. Staff use their expert knowledge to respond intuitively to promote children's individual learning. For example, children playing at the dough table initially explore and discuss mathematical concepts such as size and shape. Skilful open ended questioning from staff enables the children to extend their knowledge further as they then discuss which snake is the longest and how they can make it shorter. Children demonstrate excellent listening and concentration skills and an excellent range of resources enhance children's development of communication, language and literacy skills.

Exceptional use is made of the exceedingly well organised outdoor area to maximise opportunities for children's learning. The area is carefully designed to capture children's interests and imagination, providing areas where they can be physically active, engage in role play or tend to plants they have grown. Children particularly enjoy putting on their wellingtons to splash in the puddles they have made from water in the water butt. Excellent first hand experiences that include caring for the goldfish and investigating insects help foster children's curiosity and knowledge and understanding of the world. Frequent opportunities for children to go on outings such as, trips to the local library, allow children to explore their surroundings and learn about their local community.

Key persons maintain meticulously detailed learning journey documents which record children's achievements and track their progress towards the early learning goals. These documents are used extremely well to plan a wonderful array of interesting and stimulating activities and experiences designed to reflect each child's interests and promote the next steps in their learning. Parents and carers contribute their own comments to help build a complete picture of each child's learning.

Children's health and well-being is extremely well promoted. They learn to recognise their own physical needs, visiting the bathroom independently and choosing whether or not they need to wear coats outside. Children quickly learn the importance of good hygiene routines and take pride in assuring staff that they have washed their hands. They show an excellent understanding of how to keep themselves safe. For example, children confidently explain why it is important to

be careful when using scissors or when playing with the sand. Meals and snacks are extremely healthy and nutritious and children sample fruit and vegetables from the garden area that they have grown themselves.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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