

# The Circle Nursery

High Street, Avebury, Marlborough, Wiltshire, SN8 1RF

## Inspection date

03/04/2014

Previous inspection date

24/11/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Children make good progress because of the overall standard of interesting activities offered which cover all areas of learning.
- Observation, assessment and planning are precise and staff track children's progress well. Staff identify gaps in learning so that appropriate support can be put into place.
- Partnerships with parents are strong. Staff inform parents about their child's progress and involve them in their learning.
- Behaviour is good, with staff acting as good role models while children play happily together and successfully share resources.
- Children are safe, settled and comfortable in the environment showing the confidence to exercise independent self help skills and to independently select resources.

### It is not yet outstanding because

- The older children have less opportunity to freely access the outdoor environment when they choose. This slightly reduces learning opportunities in this environment.
- On occasions, staff do not engage in skilful questioning, so opportunities are missed to maximise children's learning.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector observed activities and care routines in each of the rooms, the outdoor play areas and talked about practice with staff.
- The inspector sampled a range of documentation including children's records and progress checks and talked with staff and the leadership team.
- The inspector completed a joint observation with the manager of the provision.
- The inspector sampled policies, documents relating to safeguarding, staff recruitment and behaviour management, and planning and assessment documents.

## Inspector

Ann Rowe

## Full report

### Information about the setting

The Circle Nursery registered in 2009. It is owned and managed by AB Learning and Education Ltd. The nursery is located in the centre of the village of Avebury, Wiltshire. It has large indoor and outdoor spaces and three separate rooms used for different age groups of children. The setting employs 12 members of staff; two of these hold Qualified Teacher Status, and the eight other staff have relevant early years qualifications. Of these, one holds a qualification at level 5 and seven hold qualifications at level 3. The nursery offers places for up to 45 children at any one time and there are currently 70 children on roll. The nursery staff support children with special educational needs and/or disabilities and those who learn English as an additional language. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. The nursery is open Monday to Friday from 8am to 6pm for 50 weeks of the year.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- strengthen opportunities for the older children to access the outdoor environment at times of their choosing with activities that cover all areas of learning
- develop questioning skills further to fully challenge and enhance children's learning.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff are good at meeting the needs of the children who attend this welcoming nursery. Children settle quickly into the daily routines which staff organise to create interesting and challenging opportunities for children to learn and develop. For example, staff expand young children's interest in the world around them through observing living creatures, growing plants and setting up exciting water activities. Children are fully engaged in a broad range of learning experiences because staff carefully plan challenging activities to promote children's next steps in development. Staff also ensure that learning opportunities cover a variety of topics so that children make good progress in all areas of their development. Staff engage children in good story reading activities using good expression and encouraging them to participate. This helps to promote the children's early reading skills well.

Effective systems are in place to gather information about children's starting points when they join the nursery and to monitor their progress as they move through different stages. This enables staff to plan and provide challenging and interesting activities for the children

to enjoy as they progress and develop. Staff track children's progress frequently. They assess and evaluate their development across all areas of learning and share this information with parents who are actively involved in their child's learning. This helps to ensure that all children make the best possible progress and any gaps in their learning are monitored and addressed quickly. Staff model clear words for very young children and provide word cards to support children who are learning English as an additional language. This helps children to develop their communication and language abilities. However, some staff miss opportunities to ask useful questions during some activities, which means they do not maximise children's learning at these times. Staff provide children with a variety of opportunities to write and make marks, for example, with chalk and pens. These activities effectively promote children's early writing skills.

The quality of teaching is good across all age groups in the setting. For example, older children remain focused and engaged with activities for considerable periods of time such as when listening to a story, bug hunting in the outdoor environment and enjoying a sensory walk along the hedgerow. Younger children show obvious enjoyment when taking part in a music and movement activity and stay equally focused on the teacher and the actions which she is demonstrating. This helps the children to develop good physical and creative skills. Overall, staff prepare children well for the next stage in their learning.

### **The contribution of the early years provision to the well-being of children**

Children are settled, secure and very happy in this nursery. This is due to the good relationship they build with their key person and other members of the team. The nursery offers strong settling-in arrangements and support for children joining the nursery. This promotes their personal, social and emotional development well from the start. Children often have open access to indoor areas of the nursery meaning that they are used to working with several members of the staff. This results in children having the confidence to separate confidently from parents and carers and establish good friendship bonds with other children in the nursery. Children become increasingly independent in their personal care needs. For example, babies and toddlers confidently use cutlery to feed themselves. Older children help themselves to snack using china plates and glasses successfully. Older children also serve portions of lunch for themselves. These activities increase children's confidence in their own ability.

The children's good behaviour is a strong point in this nursery. They listen to each other attentively and respond positively to staff requests and guidance. Children play together well. They enjoy socialising and happily cooperating in games. Staff are good role models and the children are polite and helpful at all times. Staff celebrate children's achievements by including their work such as self portraits and pictures as part of larger displays. Also children help to put work into their own learning journals. This allows the children to feel valued and promotes their sense of belonging.

Staff use indoor and outdoor play areas well overall to support children's learning and benefit their health. However, older children do not have opportunity to access outdoors at times of their choosing, unlike the younger children. Therefore, staff miss opportunities

to use this environment to fully develop children's learning in all areas. Children explore all indoor areas confidently, accessing toys of their choice without assistance.

Children are well prepared for the next stage in their learning, and the move to school, through purposeful procedures. Staff prepare them for activities such as physical education and changing. They role play school activities and use books and photographs to help them prepare for the new challenge. The staff have established links with a number of schools children might move to and teachers visit the nursery to see children in familiar surroundings. Parents comment that the nursery does an excellent job in preparing children for this important stage.

Staff effectively promote children's awareness of healthy eating. They teach children to help themselves to healthy snacks and to serve lunch for themselves. They provide china plates and glasses which children manage successfully. On occasions, children help with the preparation of food. Healthy meals and healthy eating are a good feature of this nursery which parents appreciate. The nursery cook provides varied home cooked meals that cater for the dietary needs of all children.

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

The provider, manager and staff demonstrate a strong understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage. Robust policies are implemented and reviewed regularly by all the staff, which helps to ensure that children's welfare needs are fully met. Staff are aware of the steps to follow if they have a concern regarding the safeguarding of children. All staff are presently revisiting online training to ensure that issues remain in their minds and procedures become embedded. As a result, they promote children's welfare effectively and children are able to feel safe and secure.

Staff are fully aware of the needs of all the children that attend and regularly monitor planning and assessment to ensure that they cover all areas of learning. Staff adapt activities to suit the needs of individual children. Children are supervised well, and the staff are vigilant in promoting children's safety. For example, unknown adults are not admitted until their identity is verified and daily safety checks are undertaken around the premises. In addition, risk assessment are in place for both the indoor and outdoor environments, which help to minimise accidents. This ensures that children are cared for in a safe environment where staff give a high priority to safety. The setting keeps thorough records of accidents, medication and attendance to further protect children and promote their welfare.

Rigorous procedures are followed with regards to staff recruitment. All staff undergo full checks to confirm their suitability before they are able to work alone with children. This helps to protect children from harm. Staff have thorough induction programmes which means that they have a clear understanding of their responsibilities. The staff team are well qualified and are continually encouraged to extend and increase their skills and

knowledge by attending external courses which benefit the children. Systems for self-evaluation are effective and the provider and staff have implemented priorities for improvement. These include better opportunities for children to serve their own lunches and learn more about healthy eating. The provider is realistic about the targets set for future improvement which promotes positive outcomes for children. Regular staff meetings are held so that all staff are aware of issues and have opportunity to contribute to new initiatives. Management monitors the educational programmes to help ensure that all areas of learning are covered and to address any gaps in children's learning. This helps children to make good progress. Staff have annual appraisals which lead to areas for ongoing professional development. The management team ensure that all mandatory training is undertaken and updated as required which encourages staff to build their knowledge of how to keep children safe.

The leadership team and all members of staff have strong partnerships with parents. Effective lines of communication are supported through daily record sheets, parent's newsletters, display boards and numerous social events. Staff also encourage parents to contribute towards their children's progress records so that they are fully engaged in their children's learning and development. Staff firmly establish purposeful relationships with other professionals, such as teachers, speech and language specialists and staff at various schools. These partnerships contribute well to supporting and extending children's learning and welfare needs.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY395132
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	830632
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	45
<b>Number of children on roll</b>	70
<b>Name of provider</b>	AB Learning and Education Ltd
<b>Date of previous inspection</b>	24/11/2009
<b>Telephone number</b>	01672539183

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

