

Inspection date

9 March 2015

Previous inspection date

30 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- There is a strong focus on preparing children for school. Staff work collaboratively with professionals, parents and the school to enable a smooth transition for children, who are well prepared for this move and their next steps in learning.
- Staff know their key children well through detailed observation, positive interactions and strong partnership with parents. Improved and effective assessment of children's progress enables staff to identify gaps and next steps in learning well. Staff can access additional support promptly. This ensures that staff plan an exciting range of experiences, enabling children to make good progress..
- Good use is made of familiar daily routines, such as snack time, to support children's learning. Staff interact effectively, especially in promoting children's early mathematical skills and consistently modelling language to support their communication.
- The inspirational manager uses self-evaluation productively to drive improvement. Consequently, the nursery has made good progress since the last inspection. Staff work together to develop an accurate action plan to improve achievement for all children. This provides targeted support for individual children, which the manager effectively monitors.

It is not yet outstanding because:

- Staff do not always use visual aids and props to support children in group activities.
- Occasionally, staff do not set up the environment with a wider range of experiences to enhance children's play further.

What the setting needs to do to improve further

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

- make more use of visual reminders and props to support children during group activities
- provide a wider range of activities and play experiences for children to choose from throughout the sessions.

Inspection activities

- The inspector observed and spoke with children as they played inside and outdoors.
- The inspector observed staff interactions with children and spoke with them about children's learning and care practices.
- The inspector and nursery manager completed a joint observation.
- The inspector considered the views of parents spoken to on the day of inspection and took into account their written views.
- The inspector sampled a range of documentation including children's assessment records, the nursery's self-evaluation and policies and procedures.

Inspector

Rachael Williams

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children have good opportunities to play and learn together, exploring a broad and balanced range of experiences. Staff interact positively to reinforce children's language development effectively, using sign language, repetition and effective questioning. In group times, most children listened well because they were familiar with routines. However, staff do not always use props and visual reminders to support children's understanding of listening expectations. Staff challenged children well in their mathematical skills, encouraging them to count and develop early calculation skills as they combined groups of items. Younger children listened with interest, happily choosing familiar songs from the board. However, staff do not always ensure that props are readily available to help children focus and make connections between the song words and actions. Children thoroughly enjoyed exploring the textured balls in their outside play. They built relationships as they rolled the ball to each other. Staff challenged children well, encouraging them to throw, kick, catch and chase the ball, modelling new skills and building on children's capabilities. Children thrived in the individual attention they received, such as exploring the different chalk marks they made and using the magnifying lens.

The contribution of the early years provision to the well-being of children is good

Children are happy and settled, forming strong attachments with all staff. Overall, they make decisions about their play, selecting from a good range of toys and resources. Although staff set up activities and resources, they do not always ensure there is a wider range of experiences available at all times for children to choose from, for example, after lunch, for those children who are less confident or are new to the setting. Staff used mealtimes very well to promote children's learning. In particular, staff encouraged children's independent skills effectively, so they served healthy meals themselves and used knives safely to butter their toast. This prepares children well for their next stages in learning. Children gained good self-esteem and relished the opportunity to carry out small jobs, such as distributing the cups. Children demonstrated a good understanding of safety; when the ball rolled under an obstacle, they waited patiently for staff to retrieve it.

The effectiveness of the leadership and management of the early years provision is good

Staff provide a safe and secure environment. Since the last inspection, they have improved their knowledge of safeguarding procedures to ensure children's well-being. The manager is highly effective in monitoring and reviewing practice. This, coupled with effective self-evaluation by all staff, enables a consistent approach to driving improvement. There has been a positive improvement in the quality of teaching. This is because there is a strong focus on coaching and training to promote consistency throughout the nursery.

Setting details

Unique reference number	EY371197
Local authority	Somerset
Inspection number	993882
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	36
Number of children on roll	42
Name of provider	Somerset County Council
Date of previous inspection	30 September 2014
Telephone number	01823282691

Circles Nursery registered in 2008 under the management of Somerset County Council. It has links with the Children's Centre, which has family services that operate from separate premises. The nursery operates from a self-contained unit within the grounds of Halcon Primary School in Taunton, Somerset. They are open each weekday from 8am to 5.30pm all year. The nursery employs six members of staff. The manager holds an early years qualification at level 3 and a level 5 qualification as a trainer. All remaining staff hold early years qualifications to at least level 2, with one member of staff holding a level 5 qualification and two members of staff holding level 3 qualifications. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities.

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