

# Inspection of The Avenue Day Nursery Aldbourne

Smiths Barn, West Street, Marlborough SN8 2BS

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Inspection date: 12 December 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children and babies are very happy and behave well. The caring staff praise children regularly for their efforts and achievements, which motivates them to learn and builds their self-esteem. For example, children learn to persevere as they put on and take off outfits displayed in a role-play area. Children learn the physical, social and communication skills they need for their next stage of learning and their move to school. For instance, older children learn to wait patiently for their turn to use a programmable toy. Children build good relationships with their friends. They share stories and frequently use books to increase their vocabulary and talk about what they have been doing with their families, such as decorating a festive tree. Children develop an understanding of the importance of good hygiene skills. As an example, older children know why they must wash their hands before they eat, and younger children learn how to use tissues in the 'snuffle station'. Children, including babies, benefit from long periods of uninterrupted time in the fresh air in an exciting, safe and secure outdoor play area, where they listen for sounds they can recognise and dig with gusto in a sandpit. This area helps children experience closely supervised risks. For instance, they eagerly negotiate around each other on ride-on toys, learning how to keep play spaces safe and prevent accidents.

### **What does the early years setting do well and what does it need to do better?**

- The nursery is led by passionate owners, who are genuinely committed to providing high-quality care and education for children. The senior manager works closely with staff, who reflect effectively on their practice and make continuing improvements to create a safe and secure learning environment for children to achieve.
- Key persons establish very positive partnerships with parents, and daily verbal dialogue is encouraged. Parents share observations of their children at home from the start and say they value the suggestions for home-learning activities. These help them feel involved in their children's learning. Parents comment they can also view detailed noticeboards, displays and newsletters to gain information relating to the nursery.
- Staff plan exciting experiences for children based on their interests. Children explore, investigate and create with enthusiasm. For example, they use a wide range of different resources, materials and objects, such as metal household items, magnifying glasses and wooden blocks in their imaginative play. Children enjoy good opportunities to develop their creative skills. For example, they pretend to be cooks as they use toy tools to mix dough and peppermint to make Christmas cookies.
- The manager makes regular checks of children's assessments to ensure that any potential learning needs are recognised and met quickly. Staff work well together to address these gaps, such as speech or hearing difficulties, that may

require additional support, for example in small-group activities.

- Staff support older children's understanding of numbers, letters and familiar words, such as their names, to good levels in planned group activities. This helps children gain some useful skills in preparation for school. However, staff do not consistently make the most of opportunities to further extend all children's interest in mathematical learning and literacy skills during free play and routine activities.
- Staff provide children with first-hand experiences when learning about the world around them. For example, they grow flowers and fruit, such as winter squash, and learn how to help feed birds in winter months.
- The manager checks staff practice routinely and supports them to develop their skills, to maintain the good quality of teaching. Supervision meetings are in place for the staff team and staff are committed to attending ongoing training. They share any new knowledge with other members through regular staff meetings. However, recently improved action plans, to develop teaching practice to consistently very high standards, are only just beginning to make a positive difference to children's learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers have a secure understanding of the safeguarding and welfare requirements and ensure the whole team share this knowledge, for example through quizzes and discussions. Staff are aware of their role and responsibilities should they have a concern about a child and are clear about what to do in these situations. Recruitment procedures are strong, and all staff undergo checks to ensure they are suitable to work with children. Staff are required to complete regular first-aid training, and new staff benefit from an in-depth induction programme. The manager ensures that ratios are maintained at all times, effectively promoting the safety and security of children.

## **What does the setting need to do to improve?**

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

- increase opportunities to support children's emerging interest in letters and their sounds, and to use mathematical concepts to develop their problem-solving and thinking skills
- develop plans to improve the quality of teaching to bring it to a consistently very high standard.

## Setting details

<b>Unique reference number</b>	EY547708
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10103651
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	38
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	The Avenue Day Nursery Partnership
<b>Registered person unique reference number</b>	RP901025
<b>Telephone number</b>	01672 541 730
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Avenue Day Nursery Aldbourne registered in 2017 and is one of four nurseries owned and run by the same provider. It is based in Aldbourne, near Swindon, Wiltshire. The nursery is open each weekday from 7.45am until 6pm, for 51 weeks a year. The nursery employs seven members of staff, including the manager. Of these, one staff member holds a relevant early years qualification at level 5, one holds a qualification at level 4 and four staff hold appropriate early years qualifications at level 3. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Jan Harvey

## Inspection activities

- The inspector observed interactions between staff and children, and the impact these have on children's learning, in the playrooms and outdoors.
- The inspector carried out a joint observation with the senior manager and discussed how the setting organises the curriculum.
- The inspector examined a range of documentation, including children's records, staff planning, risk assessments, policies and recruitment procedures.
- The inspector held discussions with the provider, senior manager, deputy manager, staff, children and parents at appropriate times.
- The inspector checked evidence of staff suitability to work with children and their qualifications.

We carried out this inspection 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.

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