

Inspection of Circus Day Nursery Ltd

Pittville Circus Road, CHELTENHAM, Gloucestershire GL52 2PZ

Inspection date:

25 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children receive a warm welcome from staff when they arrive at the nursery. They happily greet their friends as they enter their room. Children are happy and confident at play. Transitions between rooms are managed well, and information about children's learning and development is shared between staff members. However, some staff are not confident with what children need to learn next to make progress in their learning. Inconsistencies in the quality of teaching means children's experiences at this setting are variable.

The leadership team are new in post. They have identified some weaknesses and seek to address these in the future. However, they have not yet implemented a curriculum that is ambitious enough for children to thrive. Staff would benefit from coaching and mentoring from the leadership team to raise the quality of teaching to a consistently good level. This will support all children to make good progress in their learning.

Despite the weaknesses, children do form good relationships with staff and each other. For example, older children enjoy a chasing game with staff and peers in the extensive garden area. They squeal with delight as they run around racing after each other. The garden has been carefully planned to give children a wide range of activities and physical challenge. The setting does ensure the safety of the children, and children are generally well supervised.

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

- The setting has been through a challenging time in recent months. This has impacted on staff well-being. The newly appointed manager recognises this. She aims to build on staff morale. Staff share that they feel listened to and enjoy coming to work.
- Some staff provide well-planned activities for children. For example, during a story telling activity, staff excite and engage children's imagination. Children listen carefully and are captivated by the story. However, staff disrupt children while they are listening to remove children to go for a nap. Children's learning is unnecessarily interrupted.
- Children develop independence skills. They pour drinks and serve their own lunch using cutlery. Older children put on their own coats and collect their drinks bottle as they go outside. As older children move up and down stairs, staff ensure children listen and hold on to the handrail. They remind them of the importance of keeping themselves safe.
- The quality of teaching is inconsistent across the nursery. Some staff do not have the knowledge and skills to model and develop children's language. For example, younger children are often asked to repeat a word after staff. They do

not benefit from vocabulary and pronunciation being modelled by staff during activities. Children who speak English as an additional language are not consistently supported to make good development with their vocabulary. Although staff gather information about children's starting points, they are not always sure of this information. Staff do not always know about children's cultural background or home language.

- Leaders and staff do not implement a meaningful curriculum effectively. Leaders and staff are not secure in their knowledge of what they want children to learn. The curriculum focuses heavily on physical development. This means that staff do not provide a curriculum that is broad enough to consistently meet children's learning needs.
- Staff build safe and trusting relationships with babies and young children. They sit on the floor and make lots of eye contact with them. When babies become unsure of unfamiliar visitors, they put babies on their lap and give them a cuddle. This helps children to feel emotionally secure. However, on occasion, staff do not offer enough encouragement to motivate babies or support them to fully engage in their play.
- Parent feedback is positive. They comment on the secure relationships that their children have with staff and their key person. Parents feel updated about children's time at the setting, regarding both their care needs and learning. Parents would feel comfortable raising a concern with staff or managers and feel that this would be dealt with in a professional manner.

Safeguarding

The arrangements for safeguarding are effective.

The leadership team and staff have a suitable understanding of how to keep children safe from harm. They know what to do if they have a concern about a child or member of staff. Staff receive regular safeguarding training. For example, they know about the 'Prevent' duty guidance and extremist views. Regular risk assessments and daily checks take place to make sure children play in a safe environment. The manager carries out appropriate checks to ensure the suitability of people she employs to work with children. Staff undertake induction procedures to ensure they are familiar with the nursery and their role.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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improve the quality of staff interaction with children so they are consistently effective in challenging and extending learning	20/12/2022
improve staff knowledge so they fully understand the intent of the curriculum and implement this effectively	20/12/2022
ensure the supervision of staff is successful in providing guidance, coaching and training so the quality of teaching is consistently good.	20/12/2022

Setting details

Unique reference number	101756
Local authority	Gloucestershire
Inspection number	10234035
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	119
Number of children on roll	201
Name of registered person	Circus Day Nursery Ltd
Registered person unique reference number	RP527854
Telephone number	01242 253222
Date of previous inspection	8 December 2016

Information about this early years setting

Circus Day Nursery registered in 1997. It operates in Pittville, Cheltenham. It opens Monday to Friday, from 8am to 6pm, all year round. The setting employs 51 staff. Of these, 23 hold appropriate early years qualifications from level 3 to level 6. The manager holds a level 5 qualification. The nursery receives funding to provide early education to children aged two-, three-, and four-years-old.

Information about this inspection

Inspectors

Gwyneth Keen

Holly Smith

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provision
- The leadership team and inspectors completed a learning walk together. Managers and staff shared with the inspectors what they want children to learn and how they will do this.
- The inspector and manager carried out a joint observation of a group activity in the baby room.
- The inspectors spoke to staff and children at appropriate times throughout the inspection.
- The inspectors observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.

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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