

# Inspection of Learning Curve Day Nursery

Brinkworth Road, Royal Wootton Bassett, Swindon SN4 8DS

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Inspection date: 31 October 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Good

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

### **The provision is good**

Staff show genuine interest in the children and form strong bonds with them. Children eagerly arrive at the nursery, chatting to staff and excitedly discuss their 'pumpkin day' costumes. Babies smile and hold out their arms, cuddling into their key person happily. There is a calm atmosphere across the nursery. Staff offer children clear explanations and take time to help them understand boundaries and appreciate the needs of others. Children learn to take turns and share toys. Older children play together well and build good friendships. Parents are very positive about the staff team and comment on how happy their children are at the nursery.

The nursery curriculum is well planned and ensures children make good progress. Babies begin to communicate, pointing and forming words and staff are quick to respond and build on these new skills. Babies and toddlers enjoy story and singing time, listening well. Older children explore stories in more depth. They have excellent listening and attention skills. Staff inspire them well with interesting resources and linked activities. Children talk about characters and act out the story imaginatively in their play. Older children are challenged appropriately, beneficially helping them gain the skills they will need for their move on to school.

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

- The managers are dedicated to the ongoing development of the nursery. They obtain the views of parents/carers and undertake regular staff meetings to help them evaluate practice and the provision. They outline clear action plans and conscientiously work with the team to implement these.
- Children's health and well-being are given high priority. New babies are sensitively supported. Their individual routines are followed closely, ensuring they settle in very well. Sleep times are carefully arranged, so that babies and toddlers get the rest they need. Hygiene procedures are strictly adhered to. Nutritious meals are prepared by the nursery chef and dietary requirements are carefully implemented by the staff team.
- Each child's key person tracks their achievements carefully. They share their assessments and hold meetings with parents/carers to discuss children's development. This has been reviewed and enhanced more recently but is not consistently implemented across all age groups. Additionally, although staff obtain information from settings children move from, they do not have links with other settings children still attend, to help provide a consistent approach for children.
- Children develop their physical skills and confidence effectively. Older children have fun during their 'pumpkin day' music session. They dance and experiment moving in different ways. Toddlers construct with large materials in the nursery garden. Babies excitedly investigate rolling balls and making marks with chunky

pens on a low-level white board. Staff are very encouraging and offer babies lots of praise as they successfully pull up on items and practise standing.

- Children are curious and keen to explore. Babies experiment with chalks and are fascinated to pour dry sand. Toddlers have fun mixing water into the mud pit in the garden. Older children enjoy collecting natural items, such as leaves and grass, and mix these with water, excitedly making a potion. However, staff working with the toddlers do not adapt the resources to ensure the environment is consistently inspiring for young children. Additionally, staff in the pre-school age group do not adapt their routines to enable children to follow their ideas fully, for example, as they explore making a waterfall with their potions.
- Children show good levels of independence and relish the opportunity to carry out small tasks. Older children persevere to get their outdoor clothing and boots on themselves, showing very good skills. Toddlers help tidy up and proudly wash their hands to get ready for mealtimes. Babies use their spoons, feeding themselves effectively. Older babies transition well from low baby chairs to sitting independently at the table, closely supported by staff.
- New staff joining the team receive a thorough induction to nursery practice. The managers undertake regular staff supervision and team meetings. Staff undertake early years qualifications and a wide range of appropriate training. The managers and room leaders support the practice of the less-experienced staff. Although managers observe staff teaching regularly, they recognise that these processes need further extension, to consistently develop the teaching skills of the whole team.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers have strong processes for the security of the premises. They ensure procedures are implemented and risk assessments undertaken, including controls on the use of electronic devices on the premises. Their vetting procedures for new staff are robust. Managers monitor and support staff's safeguarding knowledge. Staff know how to identify and report any concerns about a child, or the conduct of a member of staff. They renew their child protection knowledge through a range of training, including the 'Prevent' duty, paediatric first aid and female genital mutilation. They are vigilant as children explore, offering them reminders on safe practices. They keep effective records, such as those relating to accidents children sustain.

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

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

- enhance the consistency of information shared with parents and build links with other settings children attend and provide a more combined approach to the

support children receive

- help staff to adapt activities and routines more readily, flexibly following children's interests and supporting children's involvement and learning as much as possible
- expand the support for the observation and development of staff practice, and help all staff extend children's learning to a consistently high level.

## Setting details

<b>Unique reference number</b>	EY251887
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10308137
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	63
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	LC2 Ltd
<b>Registered person unique reference number</b>	RP901129
<b>Telephone number</b>	01793 851495
<b>Date of previous inspection</b>	27 March 2018

## Information about this early years setting

Learning Curve Day Nursery registered in 2003 and is located in Royal Wootton Bassett, Wiltshire. It operates from 7.30am to 6pm, Monday to Thursday. There are 14 members of staff, 11 that work directly with the children. The manager holds early years professional status, and the deputy manager has an appropriate level 6 qualification. Four of the staff hold early years qualifications at level 3, two at level 2 and three staff are unqualified. The nursery provides funded places for children aged three and four years.

## Information about this inspection

### Inspector

Rachel Howell

## Inspection activities

- This was the first routine inspection of the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provision.
- The inspector viewed all areas and discussed with the manager how these areas are used.
- The manager and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and staff and spoke with them at appropriate times during the inspection.
- The inspector discussed the leadership and management of the nursery with the manager and deputy manager.
- Parents/carers shared their views of the provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications.
- The manager discussed their safety and child protection procedures and safeguarding discussions were undertaken with members of the staff team.

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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