

Inspection of The Circle Nursery

High Street, Avebury, Marlborough, Wiltshire SN8 1RF

Inspection date: 16 June 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children excitedly come into the nursery, where staff greet them warmly. They are happy, well cared for and have good relationships with staff. Children's views are highly valued and staff provide them with opportunities to make decisions. They are encouraged to choose which toys they would like out for the day and where they would like to play. Children listen well as they share their views with each other. They are highly motivated and develop good physical skills through a range of stimulating experiences. For example, older children actively explore equipment in the outdoor area. They delight in their achievements as they create cars from crates, climb the steps in the playhouse and create 'cakes' in the mud. Toddlers develop their fine motor skills as they explore the tweezers and play dough. Babies learn to climb, walk and crawl as they explore their surroundings. Children behave well and have good opportunities to take safe risks as they climb trees and monkey bars. Good hygiene measures are in place and children are encouraged to develop independence with their self-care. Young children confidently use the tissues to clean their noses and are reminded to wash their hands. Children and adults eat a healthy, nutritious meal together, making mealtimes enjoyable and a sociable experience.

The manager utilises additional funding that the nursery receives effectively. For instance, she provides specific resources relevant to children's individual needs. The most vulnerable children make good progress at the nursery. Staff kept in close contact with families during the COVID-19 pandemic, which helped to support children's learning and well-being. For example, staff held 'phone surgeries' to offer support to parents.

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

- Parents are very complimentary about the nursery. They attribute their children's good progress, particularly in developing confidence, social skills and speech to the staff. Partnerships with parents are strong. Parents love the care shown to their children. They receive regular feedback, including advice on how to support their children's learning and development at home.
- Early writing skills are well supported. For example, older children work together to create marks with meaning and confidently write their own names on their artwork. Staff introduce the sounds that letters make. Children write down each letter as it occurs, contributing to their early writing skills. However, occasionally, staff do not teach mathematics as well as they could. For example, staff do not consistently build on children's interest in mathematics by using mathematical language or introducing counting into children's play.
- Staff have developed an environment where children confidently choose what they want to play with. Children know where the toys and resources are so they

can get out what interests them. Babies are curious, toddlers love exploring, and older children use their imagination to create their own games.

- Leaders display a strong commitment to providing good-quality experiences for the children who attend. They form strong relationships with the staff team and have high expectations for what children can achieve. Leaders and managers identify areas for improvement and provide staff with online training opportunities to enhance their knowledge and skills. Staff say that they feel well supported by the manager and there is a good team spirit.
- The manager develops an inclusive, broad curriculum that supports all children and their individual learning needs. She is clear about what she wants children to learn. This includes the key skills that children need in preparation for school, such as developing their independence skills.
- Staff know the children well. They are positive role models and show interest in what children choose to do. Staff respond to children's emotional needs and get fully involved in their play. Children are happy, confident, feel safe and have good self-esteem. Babies have strong attachments to their key persons. For example, babies follow them and are aware of where they are as they play, coming back for cuddles and reassurance.
- Overall, children's imaginative skills are supported well. Staff sit alongside children in areas such as the mud kitchen and join in with their play. However, staff do not always make the most of opportunities to extend children's communication skills by asking open-ended questions and allowing them time to process what is being asked and to answer before asking the next question.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a broad knowledge of child protection issues. They can identify the signs and symptoms which may indicate that a child is at risk of harm. Staff know who to contact if they have concerns about a child's safety and welfare. The manager ensures that all staff frequently attend safeguarding training to update their knowledge. Staff are fully aware of their roles and responsibilities around safeguarding. The manager and nominated person have developed a very in-depth induction and interview process to help keep children safe. Recruitment is robust.

What does the setting need to do to improve?

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

- support staff to maximise opportunities to extend children's mathematics skills during everyday activities
- enable children more time to consider their responses to questions, help them to develop their thinking skills and express their own ideas more effectively.

Setting details

Unique reference number	EY395132
Local authority	Wiltshire
Inspection number	10235322
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	45
Number of children on roll	54
Name of registered person	A B Learning and Education Limited
Registered person unique reference number	RP529047
Telephone number	01672539183
Date of previous inspection	5 January 2017

Information about this early years setting

The Circle Nursery registered in 2009. It is owned and managed by AB Learning and Education Ltd and is located in Avebury, Wiltshire. There are 18 staff, including the owner. Of these, one holds qualified teacher status, one holds a qualification at level 5, one holds level 4, eight hold level 3 and two hold level 2. The nursery is open Monday to Friday from 8am to 6pm for 50 weeks of the year. It is in receipt of funding for free nursery education sessions for children aged two, three and four years.

Information about this inspection

Inspector

Tracey Cook

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspector observed the manager and her staff's interactions with the children indoors and outdoors to assess the impact this has on children's learning.
- The inspector held discussions with the manager, staff, nominated person and children at appropriate times during the inspection.
- The inspector looked at a sample of documents. This included evidence of staff suitability and training.
- The inspector took account of the views of parents spoken to on the day and through feedback forms.
- The inspector completed a learning walk across all areas of the setting and gardens to understand how the provision is organised.
- The inspector carried out two joint observations with the manager to assess the quality of teaching and the impact this has on the children's development.

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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