



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 224661

DfES Number: 523860

### INSPECTION DETAILS

Inspection Date 16/06/2004  
Inspector Name Michelle Smith

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Roundabout Nursery  
Setting Address 382-384 Werrington Road  
Stoke-on-Trent  
Staffordshire  
ST2 9AB

### REGISTERED PROVIDER DETAILS

Name Mrs Gillian Clarke

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Roundabout Day Nursery opened in 1980. It operates from seven rooms in a converted house in Bucknall. The day nursery serves the local area.

There are currently 46 children from 6 months to 4 years on roll. This includes twenty four funded three-year-olds and three funded four-year-olds. Children attend for a variety of sessions. There are currently no children with special educational needs attending, however there is an effective system in place to offer support.

The nursery opens for five days a week all year round. Sessions are from 07:15 until 18:00.

Ten full time and two part time staff work with the children. Three quarters of the staff have early years qualifications to NVQ level 2 or 3 and the others are currently working towards recognised early years qualifications. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Roundabout Nursery offers good quality provision overall which helps children make generally good progress towards the early learning goals. Children are making generally good progress in all six areas of learning.

The quality of teaching is generally good. Staff demonstrate good knowledge of the Foundation Stage and use this information well to focus activities with clear aims for children's learning. Children's learning is assessed by their key worker; this information is then actively used to inform plans. Staff build warm and trusting relationships with children. They manage children's behaviour well, rewarding good behaviour and raising children's confidence through praise and encouragement. Staff work hard to provide a range of practical activities that interest children although part time children do not always have the opportunity to participate in free choice activities. They make good use of time and resources for most of the session, although children's free choice and independence is not always promoted sufficiently.

The leadership and management of the nursery are generally good. Staff understand their individual role and work well as a team. The strengths and weaknesses of the setting have been largely identified by staff and senior management although staff rely on management to make decisions and gaps within some areas of learning show that the evaluation of nursery education is not completely effective. The nursery is committed to improving the quality of teaching through working closely with staff and the Early Years Unit.

Partnership with parents is very good. Parents are provided with good quality information about the setting and the curriculum including daily feedback on activities and learning. They are encouraged to work closely with staff to share what they know about their child and to keep up to date with their child's progress.

### What is being done well?

- Children are confident speakers. They speak clearly in large and small groups, participating well in group discussions.
- Children are interested and motivated to learn. They have good relationships with adults and other children. Children play well together, making imaginative use of equipment.
- Children are confident and inventive when linking music to themes that interest them. They copy actions to match the rhythm and move with control.
- Staff build warm and trusting relationships with children. They value and encourage children's good behaviour which successfully raises children's self esteem.

### **What needs to be improved?**

- the planning and organisation of resources to enable all children to participate, maintain children's interest and prompt children's independence enabling children to become increasingly self sufficient
- children's access to books for pleasure and to resources which progress their learning in information and communication technology
- opportunities for children to see numerals in the environment and to see a broader range of text enhancing their recognition of numerals and understanding that print carries meaning
- climbing opportunities for older children to provide suitable challenge.

### **What has improved since the last inspection?**

Generally good progress has been made since the last inspection. The setting has introduced a number of effective measures to address one key issue whilst another key issue is carried forward to this inspection.

The setting agreed to further develop the assessment process to more effectively cover the six areas of learning. The assessment procedures now cover all six areas of learning. The information gained from these assessments is used to help children move on to the next stage in their learning.

The setting also agreed to give consideration to ways of enabling children to develop increased skills in climbing. Some progress has been made through obstacle courses and occasional trips to the park. However, the challenge for older children is insufficient and the issue is carried forward within this inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested to learn. They speak with confidence in a group and are eager to contribute to group discussions. Children form good relationships with adults and other children. Children are developing good social skills by having regard for other children as they play. They work well together and are developing a sense of community through practical activities. Children develop personal independence through daily tasks but are not always able to independently select resources.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and have a growing vocabulary. They make good use of developing language skills to organise experiences. Some children use story telling narratives although children are not given sufficient access to books for pleasure. Children are beginning to understand that print carries meaning but this is not sufficiently extended, for example through labels within the environment. Many children are able to link sounds to letters, sounding initial letters of their name.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use counting within everyday situations and are beginning to understand the concept of numbers one to ten. However, they do not see numerals sufficiently in the environment to develop their number recognition skills or use their developing concept of numbers for calculation. Children use positional language well and show a good understanding of shape, position and size. They describe quantity well although they show less competence in understanding capacity.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children build and construct with a wide range of materials. They enjoy investigating and exploring features of living things and objects, developing their understanding of how and why things work. Children know about the use of ICT through a computer but resources do not promote ICT in other forms. Children have good discussions about significant events during which they are developing a good understanding of past and present. They are beginning to understand about different cultures.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children use a good range of large and small equipment well although older children are provided with insufficient challenge to progress their climbing skills. Large equipment is used imaginatively. Children are confident as they control their movements. They are able to throw and catch balls of varying sizes and persevere as they attempt to co-ordinate body movements for example when skipping. Children are beginning to recognise the importance of staying healthy through everyday activities.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children respond in a variety of ways to what they hear, smell and feel. They have some opportunities to explore materials although resources do not always allow them to select tools for free expression. Children use their imagination well within themes. They are inventive when linking music to actions and control their actions well to the rhythm of the music. Children enjoy role play but the structure of the day does not always allow all children the opportunity to participate.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- plan and organise resources to prompt children's independent selection of resources and maintain their interest
- improve children's access to books for pleasure and make available resources to extend children's understanding of ICT
- use the environment more effectively to develop children's number recognition skills and to introduce a broader range of texts
- develop opportunities for older children to progress their climbing skills.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*