



Roundabout Nursery

Inspection report for early years provision

Unique Reference Number	224662
Inspection date	19 January 2007
Inspector	Maxine Williams
Setting Address	130 Etruria Vale Road, Stoke-on-Trent, Staffordshire, ST1 4BN
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Registered person	Gillian Clarke
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Roundabout Day Nursery is privately owned. It opened in 1988 and operates from five rooms within a two storey converted building in Etruria, Stoke-on-Trent. A maximum of 60 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 all year round. Children attend for a variety of sessions. All children share access to a secure enclosed outdoor play area.

There are currently 53 children from birth to under eight years on roll. Of these, 19 children receive funding for early education. The nursery serves the local and surrounding areas. The nursery currently supports a number of children with learning difficulties and disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 12 members of staff. Of these, 11 hold appropriate early years qualifications and five are working towards further qualifications. The setting receives support from the Early Years Childcare Services (EYCS) and the Early Years Inclusion Team.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm, clean environment where they learn the importance of good personal hygiene through well planned routines. They know they need to wash their hands before snack and lunch times and after creative play sessions and using the toilet. Children's health is well protected by the successful implementation of policies and procedures. Each child has their own bedding, face cloth, nappies and cream; nappy changing procedures are good, staff wear aprons and gloves, all surfaces are wiped with anti-bacterial spray and a chart is filled in to ensure that staff and parents are aware of when children have been changed. Consequently, this helps children remain healthy. Accident and medication systems are fully understood and all records are accurate and up to date. Children's understanding of how to keep themselves healthy is promoted through topics and conversations. They talk about why they have to dress up warm when it is cold outside and why they have to use sun screen and wear a hat in the summer. This means that children begin to recognize ways to keep themselves healthy and to take responsibility for their own well-being.

The nursery has achieved a healthy eating award and there is a dedicated cook who prepares a wide range of nourishing meals and snacks that appeal to the children and meet their nutritional needs. Meal times are sociable occasions, children sit down together to share a nutritious meal, such as bacon, potatoes, cauliflower and cheese sauce, followed by fruit jelly. All but the very youngest children are able to feed themselves and use appropriate cutlery; staff sit with children and offer assistance, when required. Children's individual dietary requirements are recorded and vegetarian options are always available. All staff work together with parents to ensure that children begin to understand the benefits of a healthy diet and making healthy choices. Staff educate them about the benefits of eating fresh fruit and vegetables and also about foods that are not healthy. Children are supplied with toothbrushes and toothpaste and staff talk to children about why it is important to brush their teeth. This means that children develop an awareness of the effect of food and drink on their teeth, as well as their bodies. Fresh drinking water and a selection of fruit are available in each of the rooms and children are encouraged to help themselves to a drink or snack when they want one. Consequently, children are able to independently meet their own dietary needs. Babies are held by a preferred carer whilst being bottle fed, therefore they are comfortable and secure as they feed.

Children enjoy a wide range of activities, which contribute to their good health. Regular outdoor play sessions help children make progress in their physical abilities. For example, playing ball games, riding on scooters and running about and dancing on the paved play area. Children also enjoy regular visits to the local park, where they are able to use the activity equipment, such as slides, swings and climbing frames to enhance their physical skills. They join in the activities

with enthusiasm and they develop knowledge of the way activity has an effect on their bodies. All are able to rest and be active according to their needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery is split into four different rooms, on two levels, which children are allocated to according to their age and stage of development. There is substantial integration between the different rooms. For example, children from the baby and toddler rooms combine for some activities, as do children from the tweenie and pre-school rooms. Each of the rooms has a wide range of high quality and developmentally-appropriate resources which meet safety standards. These are organised effectively in storage containers at an accessible height to encourage independent access. Children share access to a fully enclosed outdoor play area, which is paved and safe and suitable for their play and enjoyment. Children also have access to the 'Sensory Room', which is an amazing, relaxing and stimulating place where children (particularly those with special needs) experience a range of activities that develop their senses. The room is fitted with various items of multi-sensory equipment. For example, there are fibre optics, sparkling net lights, a bubble tube, lava lamps and fluorescent hand-held switch operated toys, as well as soft toys, blankets and cushions. This creates opportunities for children to discover and explore their sensory skills, covering touch, sight and sound. The room both stimulates the children by way of exploration and affords a sense of relaxation.

Hazards to children are reduced because the staff are very attentive and use daily detailed risk assessments to reduce possible dangers. This means that children are able to move around safely, freely and independently. Staff monitor access to the premises at all times, they talk with children about being safe and are proactive in ensuring the ongoing safety of children at all times. Fire evacuation procedures are good; they are fully understood by both staff and children. Emergency evacuations are practised on a regular basis and a record is made of each fire drill. Children are encouraged to be aware of possible hazards and to take responsibility for their own safety. For example, staff talk to children about not running inside and explain to children why they must tuck chairs under the table. The staff have a secure understanding of the signs and symptoms of child abuse, and are aware of the correct reporting procedures. A number of staff have attended training in child protection, which ensures that they fully understand their responsibilities in protecting children from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children are at ease and enjoy their time in the setting's welcoming and comfortable environment. They develop their independence as they choose between a large assortment of toys, books and activities, which are interesting and appealing. Staff continually ask questions and react to children's language and actions. Children use a variety of ways to respond and express themselves, which contributes to their budding communication skills. For example, staff encourage children to engage in regular discussion regarding their experiences at home and within the nursery, during circle times and talk to children about going 'up' and 'down' the slide. There is a good range of equipment and toys to promote imaginative play and children

play well together, with resources such as the home corner, kitchen and dressing up clothes. This enables children to develop good social skills. Two year olds are absorbed and excited as they pour water over the water wheel and it turns as a result. Children are able to initiate their own play, they enjoy playing peek-a-boo, during outside play, some children hide in the playhouse and others open and close the window to squeals of delight. The nursery makes excellent use of the 'Birth to three matters' framework to promote children's learning and enjoyment in the setting. Staff have undergone training in 'Birth to three matters' and have a secure knowledge of appropriate methods to promote children's learning and development. Observations of children's progress and assessment of activities are made by the key worker of each group of children. However, children's individual assessment records are insufficient to demonstrate how children are progressing. Therefore staff are not always fully aware of how to help babies and young children move on to the next steps in their learning.

Close and considerate relationships provide children with a healthy dependence on the staff, while enabling them to develop a strong sense of self. Children begin to make sense of the world and express their ideas as they participate in an assorted range of creative, physical and sensory experiences. For example, they engage in many activities surrounding the topic of winter. They have produced paintings and mobiles of Jack Frost, snowmen, penguins and snowflakes and learn about different types of weather through activities and discussion. Babies are encouraged to develop physical skills through the use of push and pull-along toys. Children enjoy taking part in songs and rhymes; they sing 'If you're happy and you know it' and join in with the actions. They are absorbed and interested in creative play, they paint with red and brown paint and then stick on feathers to make a picture of a robin. They learn about texture as they use flour and water to make gloop and help to decorate a cake. Appropriate encouragement and praise is offered by staff; for example, when children show consideration for each other or demonstrate something new they have learned, staff give them praise and encouragement. This means that children feel valued and appreciated.

Nursery education

The quality of teaching and learning is good. The manager, the leader of the pre-school room and all staff demonstrate a firm knowledge of the Foundation Stage and a secure understanding of how young children learn and progress. Planning covers all areas of learning well and links clearly to the stepping stones. It makes clear differentiation for the diverse capabilities of children and there are guidelines in place, in order that key workers are able to adapt activities to suit the educational needs of individual children. The system for assessing children's progress is insufficient to appropriately express children's levels of progress. Current assessment records for children receiving nursery education do not represent children's individual approach to learning and their achievements, and do not always identify the next steps in each child's learning. The information from observations is not used to assess how children are progressing towards the early learning goals. However, the successful key worker system ensures that children work in small groups, with a key worker who knows them well and who is aware of their individual learning styles. Subsequently, the lack of appropriate written assessments does not significantly impact on meeting children's learning needs or extending their progress.

Staff use appropriate means to sustain children's attention, they sit with children, ask questions and help to expand their play and learning in all areas. Staff are particularly receptive to the

quieter children and encourage them to become involved in activities and conversations. Children's awareness of the community and the wider world is increased through activities and the positive attitude of the staff. There are activities to help children learn about festivals and other cultures, such as making cards for Valentine's day and sampling Chinese food for Chinese New Year. Children learn about nature and about how things grow and change through walks to the park, to observe the buds on the trees in spring and to collect leaves in autumn. They take part in different topics, such as the weather. They talk about the wind and what can happen on a windy day, such as umbrellas being blown inside out and why it is important to dress up warm on a cold day. Children's behaviour is managed well and they enjoy being in the calm and caring surroundings. The rooms and the outside play area are well organised and offer interesting and appealing environments with a good range of developmentally-appropriate resources, which are accessible to children and promote children's learning in all areas.

Children are involved and enthusiastic; they enjoy taking part in the available activities. They are secure with the staff and have good self-esteem. They all enjoy being a 'special helper'. They are confident in initiating their own learning and are excited by the interesting activities. Children demonstrate consideration and are polite to each other; they wait patiently for their turn to play with the magnetic letters, use the computer and to do a sponge painting or play in the role play area. Their behaviour is very good. Children's self-help skills are promoted well; they are all encouraged to use the toilet and wash their hands independently and pour their own drinks at snack and lunch times. Children's verbal communication skills are good. Most children speak clearly and assertively, talking about their home experiences, such as when their Mum is going to have a new baby and about when they are going to grow new teeth. Opportunities to practice writing for different purposes are readily available. Pens, pencils, crayons and paper are supplied in a different area of the room, such as the role play area. This encourages children to relate sounds to letters and to develop their writing skills.

Children can count confidently and demonstrate increasing skill in recognising and using numbers to support their play. For example, three-year-olds count up to ten when singing number songs and recognise written numbers up to 28. They regularly play mathematical games and are offered mathematical problems to solve. Staff frequently question children using positional language, such as behind and in front. Children learn about shape and size through discussion and activities, staff prompt children to recall what a sphere is called by describing how it has long sides and circles at both ends. Children are able to say which balloons are long and which are round. Knowledge and awareness of technology is encouraged through the use of a computer, children show good control using the mouse and are aware of how to open programs and turn the speakers on. They develop their exploration and investigation skills through the use of the sensory room. They enjoy watching things change, such as the lava moving in the lava lamps, as they start to warm up. They delight in watching the fish travel up the bubble lamp and take pleasure in exploring textures through the soft relaxation area and the foil streamers, as well as through creative play. Children confidently talk about their needs, interests, likes, dislikes and who they are. Most three and four-year-olds can correctly identify their own names and they enjoy listening to and joining in with familiar stories and songs. Children often self-select and look at books independently. The good range and organisation of books encourages children to access them and to develop their reading skills and there is a comfortable area available for children to relax, enjoy quiet time and read books.

Children enjoy physical play regularly with the satisfactory range of play equipment in the enclosed outdoor play area. There are frequent opportunities to use scooters, ride-on toys and to play ball games. Children also take pleasure in regular outings to the local park, where they are able to use large physical play equipment and practise their climbing, balancing and coordination skills. Fine manipulative skills are developed as children demonstrate good control using scissors, glue and pens. Children respond excitedly to a wide range of creative activities. They are confident in naming colours, they are able to say what colours they are using to paint their pictures and what other things are the same colour. They enjoy creating artwork for the winter topic, they use cotton wool to represent the fur on their Eskimo pictures and concentrate well while cutting out their snowflakes for the winter display. Children have regular opportunities to play with musical instruments and explore musical sounds and rhythm. For example, 'the music man' visits the nursery on a weekly basis and does musical sessions with the children to help them develop their musical and language skills. They sing a variety of songs, both well-known songs and 'special' songs such as 'Idy bidy winkum do'. Children enjoy joining in with the actions, volunteering to assist, by playing the triangle or the organ and counting the baby ducks down, as the 'music man' uses hand puppets to engage children's interest and enjoyment. Children talk about how they have instruments in their music box and what instruments some of them have at home. This means that children are developing a knowledge of music and rhythm and are progressing well in their communication skills.

Helping children make a positive contribution

The provision is good.

There are a good variety of activities and resources available to encourage a positive outlook on the wider world and raise children's knowledge of diversity and their understanding of others. The children have opportunities to find out about themselves and each other, and to gain knowledge of the wider world through well chosen resources and activities, such as jigsaws, books, toys and discussion. Different festivals are celebrated, such as 'Diwali', Chinese New Year and Christmas. The setting currently cares for a number of children with English as an additional language. The nursery's policies and procedures promote inclusion for all children. There are a number of children currently attending with learning difficulties and disabilities. There is an identified member of staff, who has attended training and who is able to provide support for children with additional needs. The nursery also links with outside agencies to assist children in reaching their full potential. A member of the Early Years Inclusion Team visits the nursery on a weekly basis and delivers one-to-one support as well as a group session, including all of the children from the tweenie and pre-school rooms. As a result children with disabilities and learning difficulties feel understood, reassured, and cared for, as they are treated with dignity and respect. Children feel included and they are given the same opportunities as the other children; children with disabilities and learning difficulties are progressing very well. Staff work in partnership with parents to ensure appropriate support is provided to all of the children attending.

Staff have high expectations of children's behaviour and there is a very strong emphasis on focusing on good behaviour. Children's self-confidence and sense of worth is developed well by staff with use of encouragement and praise during their play. Children take turns and share, they help each other when putting on their coats for outside play and they stop and listen

when staff tell them not to throw sand on another child. They enjoy being chosen to be the 'special helper', which means they get to do special jobs, such as give out the lunch or the puddings or use the dustpan and brush to tidy up. Children's spiritual, moral, social and cultural development is fostered.

Partnerships with parents are positive and friendly, children's individual needs are documented and staff are available to discuss any questions or concerns at the end of each session. The individual routines of babies and young children, such as sleeping and feeding, are discussed and recorded to ensure that continuity of care is promoted. There is a complaints policy in place, although it has not been updated to include the current contact details of the regulator. The comprehensive policies and procedures are available to parents at the setting. This means that parents are well informed about the care their child receives. In discussion, parents comment specifically on the dedicated and friendly staff. The partnership with parents and carers of children who receive nursery education is satisfactory. Records indicate that some initial information is provided to parents when children begin to receive nursery education, also parent evenings are arranged to share information with parents and give parents the opportunity to express their views on the nursery, in regard to the care and education their child receives. However, during discussion, parents disclose that they do not have any significant awareness of the Foundation Stage or of how their children are progressing, in relation to the stepping stones. Although individual assessment records are available to parents, they are not appropriately completed and do not give a clear insight into children's educational development. As a result, parents are not sufficiently aware of how their children are progressing with their education.

Organisation

The organisation is good.

Children are comfortable and feel secure in the well-ordered surroundings. Indoor and outdoor space is organised well to provide an extensive range of play opportunities for children. This enables them to initiate and extend their own play and learning. An effective key worker system is in place that ensures a named person is allocated to each child to take responsibility for their day to day care and development. The key worker is the main point of contact for parents and carers and shares necessary information with them. Staff successfully use the policies and procedures to support the well-being, care and learning of children. All documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed.

The leadership and management of the setting is good. There are clear and effective recruitment and induction procedures in place to ensure that children are cared for by appropriately qualified and experienced staff. Staff are clear in their roles and appraisal and supervision monitors staff performance. The manager and staff have a good knowledge of the Foundation Stage and the manager and pre-school room leader work together to oversee all of the planning for the National Curriculum to help children develop in all areas. Staff's good knowledge and awareness of the development of individual children means that they are grouped according to their age and stage of development. Each member of staff knows the children in her group well and adapts activities to suit the individual learning needs of children. High priority is given to staff development and training and all staff are encouraged to enhance their knowledge and

understanding of child development through supplementary training. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection it was agreed that the provider should improve documentation, in regard to attendance registers, recording of the administration of medication and the recording of existing injuries. Registers are now filled in appropriately for all staff, including relief staff, this means that it is always clear who is looking after children. Records of medication and existing injuries are now completed appropriately, and kept confidential. This means that children are protected in the event of an accident or injury.

At the last inspection of nursery education it was agreed that the provider should improve the assessment system and increase opportunities for children to make marks to communicate. Although the staff make good evaluations of activities, the assessments of children's individual progress are still ineffective in identifying children's progress towards the early learning goals. However, staff are able to verbally express how children are progressing and at what level their progression is at. As a result, children's play and learning is promoted through staff knowledge and attentiveness to children. Children now have a good range of opportunities to make marks to communicate, such as the ready availability of drawing aids and activities to develop children's writing skills in role play activities. Consequently, children are progressing well in writing skills.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review the methods used to observe, monitor and assess children's progress on the birth to 3 matters framework so that children's progress and development is clearly recorded
- make sure that the contact details of Ofsted are displayed for parents so that they can contact the regulator if they wish to comment on the childcare provided

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- organise children's assessment records in good order so that their development can be clearly and effectively monitored and tracked through the stepping stones
- improve information for parents regarding the Foundation Stage and how their children are progressing along the stepping stones

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk