

# Roundabout Nursery

Inspection report for early years provision

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**Unique reference number** 224662  
**Inspection date** 04/08/2009  
**Inspector** Sue Anslow

**Setting address** 130 Etruria Vale Road, Stoke-on-Trent, Staffordshire, ST1  
4BN  
**Telephone number** 01782 274519  
**Email**  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Roundabout Day Nursery is one of three settings owned by the same private provider. It opened in 1988 and operates from five rooms within a two storey converted building in Etruria, Stoke-on-Trent. Children have access to an enclosed outdoor play area. The nursery also incorporates a small out of school provision during term time. The setting is open each weekday throughout the year, from 07.30 to 18.00, with the possibility of extended hours in the future.

The nursery is registered by Ofsted on the Early Years Register and both parts of the Childcare Register. A maximum of 60 children may attend at any one time. There are currently 30 children aged from birth to under eight years on roll, some in part time places. The nursery currently supports children with disabilities.

There are 11 members of staff, all of whom hold appropriate early years qualifications. The nursery provides funded early education for three and four year olds and receives support from the Early Years Partnership and the Early Years Inclusion Team.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children make excellent progress in their learning and development through the provision of appropriate support and resources. They enjoy the wide variety of activities, set within a warm, lively, and interesting environment. Policies and procedures are in place to support the childcare practice and children's health and safety requirements are fully met. The nursery welcomes and includes every child in the daily programme of activities and each child's uniqueness is respected. Partnerships with parents and the wider community are promoted and valued and staff work closely with teachers and early years advisors. Self-evaluation systems for the childcare practice as a whole, are still in the early stages of being developed. However, areas for improvement have been identified and are being addressed. This ensures children's welfare and learning, and the nursery's developmental plans for the future, are well targeted.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- enhance the outdoor play space to provide interest and stimulation for young children
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion, to identify the setting's strengths and priorities for development.

## **The leadership and management of the early years provision**

The management team act as good role models and support staff well. Effective recruitment and induction programmes, as well as good vetting procedures, ensure that all adults working with children are suitable. The whole staff team hold appropriate childcare qualifications and are knowledgeable about their roles and responsibilities in safeguarding children. Regular senior's meetings and individual appraisals ensure good communication between the team. Systems for monitoring and evaluating the provision and outcomes for children are in place, although not formally recorded as yet. The recommendations made at the last inspection have been successfully completed and staff are keen to continue targeting further improvements. Children's safety and security is given high priority at the setting and staff follow a number of comprehensive policies and procedures. Premises and equipment are checked regularly and staff help children understand how to keep themselves safe through daily routines and gentle reminders. They learn to negotiate steps and stairs safely and evacuate the building in an emergency. Despite the building presenting a rather tired and worn appearance, indoor and outdoor areas are safe and well organised. Appropriate risk assessment records are kept and reviewed regularly and plans are in place for a general refurbishment. Staff know and understand child protection procedures and senior staff have attended relevant training courses.

Partnership with parents is promoted and valued very highly. Information about what children know and can do is discussed and recorded by parents during the settling in period. This acts as an appropriate starting point for staff to plan suitable activities to help children progress in all areas of their development. The Early Years Foundation Stage framework is explained to parents when their children first start in the nursery and a number of colourful and attractive displays help them understand the six areas of learning. Parents are kept very well informed of what their child has been doing, both verbally and through notices and newsletters. The nursery operates an open door policy and parents are able to look at their child's 'progress file' at any time. Staff are available to explain about the observations and assessments they make on the children and how parents can extend their child's learning at home. Children love taking 'Charlie Bear' home for the weekend to share in their family life, sometimes bringing photographs into the nursery to show their friends. Staff are happy to work with other professionals to improve outcomes for children and the two Asian members of staff are able to communicate with families who need further translations. Close liaison with local schools ensure smooth transitions for children when they leave the nursery. Staff often visit local schools with children and their families and teachers spend time in the nursery with children who are about to transfer. In this way the nursery promotes continuity and consistency in the delivery of the EYFS framework.

## **The quality and standards of the early years provision**

Children make good progress in their learning and development as staff are secure in their knowledge of the Early Years Foundation Stage. Information regarding the children's achievements, interests and needs is used to help them take the next

steps in the learning process. Group rooms are well organised and offer children access to age and developmentally appropriate activities. Planning is flexible and adapted to meet children's needs. For example, when children found some spiders outside in the playground, staff provided appropriate equipment and resources to go on a bug hunt. Similarly, when workmen started some construction work in the field behind the nursery, children imitated their work with their own digger toys, to move the sand around and use bricks to construct new buildings. Staff evaluate the effectiveness of each activity and make regular observations of children's progress, interests and requests, in order to provide appropriate activities. Children are grouped according to age and stage of development. They enjoy ample space to crawl, walk, climb, and run, both indoors and outside, and are provided with safe and suitable toys and play materials to promote their learning and enjoyment. However, the outside playground offers little inspiration for capturing the children's imaginations and curiosity, being a tarmac yard with plain concrete walls. Natural materials are used well within the nursery, as children experiment with different objects in the water and sand trays and have fun lifting and lowering the silky parachute. They are encouraged to be independent and try things for themselves, such as spreading the butter on the bread to make their own sandwiches and handing round the dinner plates to their friends.

Children learn through play and appropriate support and guidance from staff. Numbers and letters are displayed in various ways around the rooms and incorporated into daily games and activities. Children thoroughly enjoy singing number songs about frogs or currant buns and they count the number of buckets of sand it takes to fill a large container. Toy boxes are labelled with words and pictures to help children identify letters and their meanings. Their names are printed above their coat pegs and on the lollipop sticks they use to register their arrival in the room. Stories and rhymes are part of everyday activities and each group enjoys access to books and comfortable places to sit and read. Children of all ages benefit from spending time in the sensory room, where they can roll around on furry rugs, wrap themselves in silky materials or lie on the cushions with the curtains closed, looking up at the stars, which are fairy lights. Children learn about nature and the world around them through watching the changing seasons outside, planting seeds and collecting leaves. They learn about people who are different from themselves through a range of activities and appropriate resources. For example, trying some spicy Indian food and painting their hands with intricate henna patterns. They have fun raising money for people less fortunate than themselves and often visit the residents of a nearby old people's home. Some of the more able residents enjoy visiting the nursery to judge fancy dress competitions or the pumpkin faces at Halloween.

A good understanding of the welfare requirements along with effective routines and procedures, ensure children are well cared for, safe and healthy. They enjoy and benefit from a well-balanced menu of freshly prepared meals and snacks throughout the day. They choose what fillings to put in their sandwiches and enjoy a variety of fresh fruit for their snack. Children learn about healthy foods, drinking lots of water and brushing their teeth after meals. Any sickness or injuries are managed well and parents are informed of any infectious conditions within the setting. All staff have first aid and food hygiene certificates. Children of all ages enjoy warm relationships with staff, whether it is cuddles on the floor or help with

jigsaw puzzles. They are happy and well occupied, friendly and articulate. Children behave extremely well and receive lots of praise and congratulations for their efforts and achievements, as well as their kindness and helpfulness to others.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met