

# Roundabout Out of School Care (Time Out)

Inspection report for early years provision

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<b>Unique reference number</b>	260347
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<b>Inspector</b>	Kashma Patel

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<b>Type of setting</b>	Childcare - Non-Domestic
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## **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.

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## Description of the setting

Roundabout Out of School Care (Time Out) is one of three settings run by Roundabout Out of School Care Ltd. It opened in 2001 and operates from a former school annex building. It is situated in between Our Lady and St Benedict's school and church in Bucknall, Stoke-on-Trent. Children have access to an outdoor area.

A maximum of 52 children may attend the out-of-school provision and a maximum of 26 children may attend the pre-school at any one time. There are currently 42 children aged from three to under eight years on roll. Of these, 11 children receive funding for early education. The pre-school is open Tuesday, Wednesday and Thursday, during term-time from 9.30am to 2.30pm. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register.

The setting also caters for children over the age of eight. The out-of-school club is open each weekday from 7.15am to 9am and 3pm to 6pm during school term times and from 7.15am to 6pm during school holidays. The out of school and holiday care provide a wide range of activities, such as, cooking, baking, sewing, the computer and craft activities. Children are taken to trips which include bowling, the cinema, museums and local parks.

The out of school children share access to a secure enclosed outdoor play area. Children come from the local and surrounding areas and children attending the out-of-school club are collected from several local schools. The setting has use of a mini bus.

The setting employs nine members of staff. Of these, five hold appropriate early years qualifications at level 2 and 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides a warm, welcoming and inclusive environment, where children are respected and valued. Children settle well and enjoy a good range of interesting and stimulating play opportunities which enable them to make good progress in their learning and development. Effective partnerships are in place with parents which ensure consistency in children's care and development. All policies, procedures and documentation are well implemented, which contributes to the welfare and safety of the children. Good systems are in place to monitor and evaluate the provision to ensure all future priorities are identified thus improving outcomes for all children.

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

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

- continue to use and develop self-evaluation and quality improvement processes and include both parents and children
- develop observations further to consistently make links to the 'Development matters' prompts to plan the next steps in a child's developmental progress
- review opportunities for children to be outdoors with freedom to explore, use their senses and be physically active.

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

Children are well protected in the setting because staff have a good understanding and knowledge of safeguarding. Effective procedures are in place to manage any concerns they may have about children in their care. Staff are appropriately vetted, safe and suitable to work with young children which promotes their safety and welfare. Risk assessments and daily checks around the setting ensure that all areas used by the children are safe. As a result, children are able to move safely and freely around the building.

The environment is well organised and accessible to the children. For example staff organise the play area in to the six designated areas for learning. There is a good range of toys, equipment and furniture which is stored at children's level to promote choice and independence. As a result, children are able to extend and initiate their own learning. A good range of resources, such as small world toys and books promote children's awareness of diversity.

Children are cared for by experienced and dedicated staff. Effective procedures are in place to support the professional development of all staff to update their knowledge and experience. They regularly attend meetings and additional training in their own time. The manager understands the importance of evaluating the strengths and weaknesses of the setting and can clearly identify areas for further development. For example, the playroom has been re-structured to help improve outcomes for children. There is a genuine commitment to improvement. Information from parents and children has yet to be updated and included on the self-evaluation form to ensure that continuous improvement is maintained.

Children clearly benefit from good partnerships with parents. The setting obtains information about children from their parents and also arranges a home visit prior admission if required. Parents are well informed about all aspects of their children's achievement and well-being through both written and verbal feedback. They also have access to children's learning journals and parents are encouraged to record home activities and interests in the journals which can then be included in future planning. Information about activities, such as the song and book of the week is displayed, which enables parents to get involved in their children's learning. Children's transition into full-time education is well supported by the setting which helps to promote continuity of care and learning.

## **The quality and standards of the early years provision and outcomes for children**

Children are eager to attend this welcoming and lively setting where they make good progress in all aspects of their learning and development. Staff have a good understanding of children's interests and focus on children's enjoyment and achievement. A wide range of imaginative and creative play opportunities are provided which include both adult and child-led activities. This results in children becoming active learners, resourceful and able to think critically. Planning covers all six areas of learning. Staff carry out regular observations on children to identify the next stage in their learning, however, planning does not clearly indicate how this is used for future planning.

Children's personal, social and emotional development is fostered well. They develop good social skills as they help to tidy up toys. Children chat and enjoy the company of their peers during snack time where they have free access. They develop good independence skills as they serve their own fruit and drinks. Children are encouraged to embrace diversity, they use a range of positive images resources and take part in activities, such as the celebration of cultural festivals which to help them to understand the wider world.

Children's problem-solving skills are effectively supported through everyday activities. They talk about and observe numbers, colours and shapes in their environment. For example, in the water play they count the animals and learn about objects which float and sink. Children build towers with construction equipment and talk about big and small. Children develop good skills in their communication, language and literacy. They have opportunities to recognise their names on their coat pegs and through the self-registration system. All children have good opportunities to practise their mark-making and early writing skills using paint, chalks and pencils.

Children's information, communication and technology skills are fostered well as they use programmable toys with growing confidence. They freely access the computer using the mouse competently and listen carefully for instructions to load new activities. Children have opportunities to learn and understand about growing things as they plant seeds and flowers and care for them. Children's behaviour is managed well through clear and concise behaviour management strategies. They follow simple rules such as kind hands and take turns. Physical skills develop as staff set up a range of equipment indoors which include ride-on trucks, cars and tunnels. Staff use the front garden on occasion to ensure children are able to gain fresh air, however, this is not done on a daily basis. This means children do not have daily opportunities to investigate the outdoor environment using all their senses.

Children learn about the importance of eating healthy foods through activities such as food tasting and cooking. All children enjoy the benefits of nutritious and well-balanced snacks and drinks. They follow good hygiene practices, such as washing hands before eating, after toileting and messy play. Children learn to be safe as they practise evacuation procedures and learn how to use the equipment safely.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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