



Roundabout Nursery

Inspection report for early years provision

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| Unique Reference Number | EY304740 |
| Inspection date | 23 February 2006 |
| Inspector | Sheena Osborne / Clare Elizabeth Pook |
| Setting Address | Compass Point Business Park, Stocks Bridge Way, St. Ives, Cambridgeshire, PE27 5JL |
| Telephone number | |
| E-mail | |
| Registered person | HRH Nurseries Ltd |
| Type of inspection | Integrated |
| Type of care | Full day care, Out of School 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 Nursery is one of four nurseries run by HRH Nurseries Ltd. It opened in 2005 and operates from four rooms in a purpose-built building. It is situated within a business park on the outskirts of St. Ives, Cambridgeshire. A maximum of 100 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 61 children aged from 0 to under 5 years on roll. Of these 12 children receive funding for nursery education. Children come from a wide catchment area. The nursery is able to support children with special educational needs, and also support children who speak English as an additional language.

The nursery employs twelve staff. Eight of the staff, including the manager, hold appropriate early years qualifications. Two staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm and clean environment. They are independent in self-care, such as hand washing after toileting, before eating and after wiping their own nose. There are effective procedures in place to reduce the risks from cross infection, for example, staff wash their hands and tables are cleaned before being used for snacks. Parents are made aware of the provision's sickness policy. Staff have a sound knowledge of first aid and all of the required documentation which help to support the children's health and well-being is used effectively, for example, parental permission to seek emergency medical advice and permission to administer medication.

Children develop an understanding of the benefits of exercise as part of healthy living. They have access to a variety of indoor and outdoor play activities daily, which are challenging and interesting. They learn about space and develop control of their bodies whilst they enjoy physical activities such as riding in cars and on bikes, playing the egg and spoon game, using scissors and craft tools. Younger children develop physical control of their bodies because the staff provide appropriate resources, purposeful activities and support, thus enabling the children to roll, crawl, pull themselves up to the standing position and learn to feed themselves.

Children eat their meals and snacks seated at tables in small groups so they enjoy social conversation and develop their good manners. They enjoy a varied range of healthy meals and snacks that meet their individual needs and discussion with parents ensures children's meals take into account allergies or special requirements. Children are encouraged to have regular drinks throughout the session and benefit from being able to freely access these, developing an awareness of meeting their own bodily needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, spacious, secure and safe indoor and outdoor environment. All areas are clean and well maintained. The staff have a sound understanding of the nursery's safety procedures and policies which they implement effectively to reduce the risks to children from any potential hazards, for example they monitor access to the premises and keep a record of all visitors. The nursery's risk

assessment procedures are mostly effective although not all are adequately documented.

Children use stimulating and safe equipment which is appropriate to their age and stage of development. This is stored in accessible shelving or containers. This enables the children to move around with ease independently selecting toys, activities and equipment which support their individual interests. Staff explain dangers to children so they understand and learn to keep themselves and others safe, for example why it is unsafe to run inside. Children and staff practise the fire drill frequently so they are confident about the procedure. This helps to protect them in an emergency.

All of the required procedures are in place to safeguard children, for example, the staff have current first aid certificates and have the appropriate consent for outings from parents. Children are supervised both indoors and outdoors, which means they can develop their independence in a secure environment. Children's welfare is further promoted due to the staff's good knowledge and understanding of the provision's child protection policy. There is an identified person to take the lead in this area and staff work in co-operation with other agencies to protect and safeguard children.

Helping children achieve well and enjoy what they do

The provision is good.

Children and staff have sound relationships with each other. Staff are caring and understanding to support children's emotional needs. For example, staff gives cuddles & patient handling to a younger child who is distressed. As a result the child feels safe and comfortable. Children mostly separate happily from their carers because they enjoy warm and positive relationships with the staff and each other. They have many opportunities for self-initiated play so they develop at their own pace and follow their own interests. As a result, they are happily and purposefully occupied. Children's early communication skills are well supported through good quality interaction with the staff as they discuss their activities and talk about what they are doing.

Babies benefit from flexible routines that enable them to rest or play according to their needs and parents' wishes. The use of 'Birth to three matters' framework enables babies and toddlers to benefit from a wide range of age appropriate activities that enable them to progress in all areas of their development and staff are kind and attentive to their needs. They enjoy a wide range of sensory experiences such as treasure baskets, water play, messy play with jelly or play-dough. These help them to make sense of their world through touch, texture and smell in fun and exciting ways.

Nursery Education

The quality of teaching and learning is good.

Staff working with funded children are qualified or working towards a recognised qualification. Although staff are currently taking part in training on the Foundation Stage, they have a sound working knowledge of the curriculum. They plan

meaningful activities that build on children's interests and enable them to learn across all areas. Planning is mostly effective, however short term plans have not yet been sufficiently developed to show how activities can be adapted for differing abilities. Therefore it is not always clear what the next steps are for individual children or how this informs future planning. A key worker system is not in use as yet, however staff know the children well and observe them each day using their observations to assess children's progress towards the early learning goals. Staff support children well, interact and have fun playing alongside children.

Children are confident, independent learners who are keen to join in the planned activities and make choices and decisions on their own. They help each other tidy away and are becoming responsible for their own self-care. They interact well with their peers, enjoying extended role play activities like 'cafés', involving adults confidently in their play and sharing and taking turns with the resources. The free-flow pattern of activities gives children good opportunities to be creative and imaginative as they have time to develop and extend their ideas and complete their self-chosen tasks.

Children select from a good range of age appropriate activities, they develop pre-writing and physical skills and explore texture as they thread beads and reels, play in sand and water, paint, glue and use scissors. Writing materials are readily accessible encouraging children to write or attempt to mark-make in various ways, such as taking 'the customer order in the café' or by writing their names on their own art work. Children understand that print carries meaning. They recognise familiar words such as their names and those of their friends. They enjoy story time, listening carefully to a familiar story and are encouraged to predict and remember what comes next. They have opportunities to access books freely and are encouraged to enjoy books for pleasure.

Children move freely around the room and in the outdoor area, being aware of space. They negotiate well on bikes and cars thus avoiding collision with each other. They have good co-ordination and balance skills as demonstrated whilst playing the egg on spoon game and walking successfully along beams. Children are actively involved in many activities which help them to gain a greater understanding of themselves and the world in which they live. They look at nature in the garden and learn about their local environment during walks to the local park, where they collect conkers and talk about autumn colours. Children build and construct using a range of objects and tools. They explore texture using a variety of materials in their play such as sand, gravel, sawdust and water.

Children use mathematical language in their play because the staff provide many opportunities for them to explore mathematics through practical and purposeful activities, such as exploring volume in the water tray, looking at sizes of shoes and making a 'live' height chart where children are encouraged to arrange themselves in height order from tallest to shortest. Children count confidently, recognise and naming shapes and are able to match and sort objects.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met as the nursery collects information from parents that enables them to provide appropriate care and attention. Routines for babies are based around their home routines so they sleep or feed according to their individual needs. Relationships with parents are good and this means children feel secure and develop a sense of belonging. Regular newsletters and a notice board keeps parents informed of day to day activities and any change that may affect their children's care or education.

Children learn about diversity and the wider world with a range of planned activities and resources, such as books, posters and role play equipment. Children are encouraged to work together and support each other. This helps them to develop their understanding of differences and similarities and to become aware of the needs of others. Children are well-behaved in all areas of the nursery, they have warm and affectionate relationships with staff and each other and play together harmoniously. Staff have suitable strategies in place to help children understand the rules for good behaviour so they know what is expected of them. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents of children who receive nursery education is good. Children separate from their parents and carers well, they happily become settled and involved in activities. Staff provide parents with good information on the Foundation Stage and regular newsletters are sent out which include activities that parents can do at home with their children to support their learning at the nursery. Planning is displayed and parents evenings are held to share children's progress and enable parents to make a contribution about what the children can do at home.

Organisation

The organisation is good.

Children are happy and content as staff in all areas of the nursery have developed warm and caring relationships with them. The registered person uses effective recruitment procedures, which ensure that the staff have suitable experience and qualifications to work with children. The staff team is open to new learning, for instance attending training for the 'Birth to three matters' framework, to improve their understanding and practice in early years and to enable them to help all children achieve well. Overall, the setting meets the needs of all children who attend.

All of the required records, policies and procedures are in place. These are shared with parents, regularly reviewed and are used effectively. The written policies and procedures provide a framework to ensure that children are safe and well cared for.

The quality of leadership and management of nursery education is good. The management and staff team work well together, supporting each other and forming good working relationships. This has happened within a short period of time. They have a good knowledge and understanding of how children learn. They are an enthusiastic and dedicated staff team who are aware of their roles and responsibilities and share good practices. Staff are carefully monitored and

appraisals are in place. Management have a clear vision for progress and staff are motivated and keen to continue to improve outcomes for children.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

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.

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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):

- ensure that all risk assessments are adequately documented, with particular reference to those relating to local walks, thus enhancing the procedures that help to keep children safe

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):

- develop planning to show how activities can be adapted for differing abilities and how the next steps for individual children inform future planning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and*

concerns about inspectors' judgements which is available from Ofsted's website:
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