



# Magic Roundabout Pre School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY331874
<b>Inspection date</b>	13 September 2006
<b>Inspector</b>	Maria Lumley
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Magic Roundabout pre-school opened 30 years ago and the registered person took over in 1999. It moved to the current premises in 2006. It operates from the Victoria Park Methodist church in Winton, Bournemouth. They use two separate rooms, with a separate kitchen. Toilet facilities are directly opposite the smaller playroom. The preschool have sole use of the designated rooms whilst operating. There is an area at the front of the building for outdoor play.

The pre-school is registered to provide care for 28 children aged two to five years. There are 42 children currently on roll, 28 of whom are in receipt of funding for early education. The pre-school serves the local area and wider community. They support children who have learning difficulties and children who speak English as an additional language.

The pre-school opens five mornings a week during school term time from 09.00 to 12.15, with the lunch club open from 12.15 to 13.15. Children attend for a variety of sessions. Eight staff work with the children, six of the staff have early years qualifications. The setting receives support from Bournemouth Early Years.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are becoming aware of healthy eating through topic work, discussions and healthy snacks and drinks. For example, children enjoy fresh fruit and semi-skimmed milk and water at snack time. A recent healthy eating topic included looking and tasting fresh fruit and vegetables and foods from around the world. Children make posters showing foods that are good and not so good for their bodies. Consequently children are learning the importance of being healthy and things that contribute to this.

Children are well cared for following accidents. Four staff are trained in first aid and a first aid kit is kept close by. This ensures that staff have the required skills and resources to administer first aid to children. Accidents are recorded and this information is shared with parents. There are some clear and effectively monitored procedures throughout the pre-school to maintain hygiene practices. For example, tissues are sited in the rooms and children are encouraged to use them to wipe their noses. Tissues are disposed of in bins. Staff talk to the children about not wanting to spread germs when they sneeze and children understand the need to use the tissues. Children are protected from others who are ill as the pre-school provide all parents with the illness policy which details illnesses and exclusion periods. This minimises the risk of spread of infection and illness to children. However, some inconsistency in practice compromise children's health. For example, children and staff do not always wash their hands prior to preparing and eating snacks and tables are not always cleaned before children sit down to eat.

Children have daily access to the outdoor play area or large hall for exercise and physical play. This ensures they have opportunities to develop their physical skills which contributes to their well being and development. For example, children negotiate space well in the hall. They follow instructions to walk carefully between two white lines that are painted on the floor. The children slowly walk, ensuring their shoes stay within the lines. Children are able to control their bodies to make changing moves. They run, skip, walk backwards and hop. Children also use large play equipment where they develop climbing, sliding and balancing skills. They are developing small muscle skills through drawing round objects, kneading dough and threading laces.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are kept safe and secure in the well organised environment. Staff carry out daily visual risk assessments as they set up the rooms to maintain high standards of safety, consequently protecting children from harm and injury. Children enjoy using a range of well maintained toys and resources. The thorough registration system ensures that all children are accounted for. A member of staff is deployed at the entrance door during arrivals and departures. This ensures

that the change of responsibility of the children between the pre-school and parents is clear. Staff supervise children's movements to the toilets and around the building to ensure they are protected from unvetted persons. Staff remind children of rules and expectations of their behaviour throughout the day. For example, a member of staff reminds a child not to climb on the steps in the large hall, and explains that this is to prevent him from falling and hurting himself. Consequently reducing the risk of accidents.

Children are involved in regular fire drills which promote their safety. At the start of each term new children learn and older children are reminded of fire procedures. Staff ask questions, "what would we do if there was a fire here?", "what happens when a member of staff rings the bell?" and "where is the safe place that we go to?". Older children shout out the correct answers, new children listen attentively. Consequently children are prepared for what to do when the fire bell rings.

Children's safety is assured on outings as staff visit places prior to taking children to ensure they are suitable and safe. Parents go on outings with the children, this ensures high ratios of adults. Visits to the local library take place in small groups. Staff discuss the green cross code and stranger dangers prior to leaving the building.

Children's welfare is safeguarded as the staff have a secure understanding of child protection. They have clear understanding about signs and symptoms and procedures to follow. This supports their responsibility to keep children safe from harm and neglect. All required procedures and documents are in place to promote this.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children who are familiar with staff and the environment show excitement on arrival at the pre-school. One child tells their parent, "I can't wait". They quickly settle, seeking out friends and talking to each other, helping themselves to resources and quickly becoming absorbed in their play. The children are confident and readily approach staff for support and advice. One child asks, "Can you do up my shoelace for me?", staff are quick to respond, making the child feel secure. Some new children are hesitant and nervous. Sensitive staff respond to children's anxieties and reluctance to join in. They are able to reassure and coax children into settling and enjoying their time at the pre-school. Lots of reassuring words and cuddles give new children confidence. Staff listen and take an interest in what children have to say, raising their self esteem. For example, a child uses crayons to draw pictures of her mummy and says, "mummy will love my picture", the member of staff responds, "Yes it's beautiful, Mummy will be very pleased". The child smiled and asked if she could do one for her daddy too and was told that was a very good idea. The child rushed off to get some more paper, confidently sourcing what she needed.

Children initiate play, using the resources and their imagination. For example, one child gets some cups and saucers and sits down in the role play area. She starts to pour imaginary tea from the pot. Another child joins her. They sit there "eating and drinking" together, taking turns, listening and sharing. Children develop creativity through craft activities, music and singing. Children participate in a range of activities that contribute to their overall development.

Play is well supported by staff who get down to children's level, using lots of eye contact and encouragement.

Nursery education.

The quality of teaching and learning is good. Staff have sound knowledge of the Foundation Stage, stepping stones and early learning goals. They conduct assessments on new children to determine their starting points. Children's progress is monitored by key workers who are responsible for carrying out observations and keeping written records. These highlight children's strengths, weaknesses and actions required. Plans cover the six areas of learning and include topics such as winter weather, healthy eating and "our homes and families". Plans ensure that staff and resources are organised and sourced to promote successful activities.

Staff use a range of effective teaching methods to help children progress and develop. These include questioning, demonstration, explanation, praise and listening. For example, children are confident to attempt commands such as skipping and hopping during physical exercise. This is due to them being very well supported by encouraging staff who offer high levels of praise, "very good try", "well done, that's fantastic". Staff also help children learn through example, showing and explaining to the children how to skip and hop. During a puzzle activity one child becomes frustrated as she is finding it difficult to make the pieces fit together. A member of staff supports the child. She explains how the straight edges needed to go along the top, bottom and sides. She finds a piece and holds it up to the child, "can you see which are the straight edges?". The child touches the straight edges, "well done, that's right" says the member of staff, reassuring the child and giving her confidence. The staff member then encourages the child to find the rest of the animal piece of puzzle to fit together. With guidance and encouragement, the child perseveres with the puzzle until it is completed.

Staff use a range of resources that make children think. For example, staff show children large card pictures of things that are wrong. Children have to work out what is wrong. Children enjoy participating in this well organised group activity. They put their hands up when they have worked out the correct answer. "Jam tarts don't go in the washing machine they go in the oven" and "you use a tennis racket to play tennis, not a frying pan".

Children are confident. They wait excitedly to start pre-school and part from their parents with ease, to seek out special friends. They talk to each other about their news, one child says, "my brother goes to big school now". Children have formed good relationships with staff who ask them about their holidays and families. Children have good levels of concentration and focus at activities for prolonged periods. Opportunities for children to be independent and take responsibilities are well fostered. For example, children help to pack away resources and pour their own water from the jug. Children are gaining the confidence to stand up for their own rights. One child is not happy when another child takes a car from him and says, "I was using it".

Children are able to explore different media through craft activities. For example, they use play dough to model their own ideas, and excitedly tell staff, "It's a crocodile". Children use paint at easels and on tables and experiment with colour and design. One child uses the blue paint, then the yellow. As the colours overlap she notices that the colour has changed and says "blue

and yellow make the paint go green". Children enjoy familiar songs and action rhymes. At circle and singing times they sit attentively and enthusiastically join in songs. For example, they sing the "Turtle song", using actions throughout.

Children communicate confidently with staff and peers using speech, body language and facial expressions. Older children speak clearly and talk fluently about their needs and when sharing news. For example, children initiate a conversation about their families. One child says "my daddy goes to work" another child says "my mummy has a baby and babies cry a lot". Children speak confidently in a group. They share their news at circle time, whilst others listen with interest, asking questions when they want to know more. Children handle books with care and understand how to follow the story. One child selects a book, she studies the front cover before opening the book. She methodically turns the pages one at a time, examining the pictures and talking to herself about what she sees, pointing out familiar letters.

Children count to ten and above during everyday play and activities. For example, at registration time they count how many children are present. Children recognise shapes and sizes during their play. A child rolls out round pieces of play dough. She then lines the dough starting with the biggest and working down to the smallest. She uses size language such as big, bigger, tiny and huge. Children experiment with shapes and work out how they fit together. They use coloured cubes to build with and form colour sequences.

Children have regular use of a low level computer to increase their IT skills. They confidently use the mouse to control the arrow on the screen. Children make constructions as they are given lots of opportunities to use a wide range of building materials. They talk about their parents, siblings and extended families during their play. One child tells the group that about her holiday abroad. Children's understanding of the wider world is enhanced through relevant topic work such as China. Children learn about the country, food and festivals. Good use of resources such as chop sticks, dressing up clothes and maps make the activity interesting and fun for the children.

### **Helping children make a positive contribution**

The provision is good.

Children value diversity as staff provide regular opportunities to broaden their knowledge in different cultures. They learn about the wider world through planned activities such as food tasting, stories, flag making and dressing up.

Children with learning difficulties are fully included in the pre-school. Staff are committed to ensuring all children's needs are supported to promote positive outcomes for the children. The pre-school has a qualified Special Educational Needs Coordinator, who works closely with staff and parents. The group liaise with relevant professionals to ensure children receive consistent care. Individual learning plan are used to ensure that goals are realistic and obtainable. All children's achievements are celebrated and rewarded with praise. Staff use positive language such as "that's excellent", "well done" and "I'm proud of you". Children understand what is expected of them as they are involved in forming the pre-school's rules such as sharing and helping each other. Children play co-operatively together. For example, waiting their turn during physical play. A member of staff calls each child individually to skip, hop, run across the

room. Children wait patiently for their turn, watching and cheering on their peers as they take their go.

Children benefit from the positive links between staff and their parents. Children are able to attend settling in sessions the term before they are due to start, to help familiarise them and their parents with the environment, staff and routine. Settling in sessions are flexible and take into account the needs of the child. Children who have specific learning difficulties are also offered a home visit to gain more insight into the child's background and any additional support that may be required. Regular newsletters, notices and informal chats keep parents informed about the care for their children. They are familiar with key workers who they find helpful and approachable.

The partnership with parents of children receiving nursery education is good. Parents are fully informed about the Foundation Stage curriculum, early learning goals and stepping stones through letters and written information. They are kept informed about their children's progress through informal chats. However, there are no designated times for parents to speak to staff. Consequently, parents rarely view their children's files. Parents are aware who their children's key workers are and report that they are happy to speak to all staff as they are welcoming and informative.

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

## **Organisation**

The organisation is good.

The provider meets the needs of the range of children for whom it provides care and education. Children are cared for by a team of dedicated, well trained and experienced staff. All staff have been in post for numerous years, providing continuity of care for the children and their families. Staff are well deployed to ensure that good ratios are maintained. As staff and children move from the classrooms to the main hall, staff are deployed at the beginning, middle and end of the line to ensure that children are safely escorted and protected from unvetted persons. The pre-school have policies and procedures that are shared with all staff and parents, these promote the welfare, care and learning of children. However, the health and hygiene policy is not always fully implemented. The pre-school update their policies in line with new regulations and changes to the provision. The organisation of space and resources is effective. Children play indoors and outside using a variety of activities that contribute to their learning and development.

The leadership and management of the pre-school is good. The manager is very clear about her roles and responsibilities to recruit suitable staff, oversee her staff and monitor the provision of nursery education. She is responsible for planning nursery education and works closely with her staff to ensure that all have an involvement and responsibility for children's learning. A successful two year rolling programme has been established. Evaluation of activities record if things have gone well or could be improved. Staff use this information to develop or adapt activities to improve children's experiences and learning. The key worker system works effectively to ensure all children's needs are highlighted and addressed.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action 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**

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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):

- ensure consistent hygiene practices are followed regarding hand washing, cleaning of tables and food preparation

#### **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):

- improve the systems for sharing children's progress with parents

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: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)