

Roundabouts Day Nursery

Inspection report for early years provision

Unique reference number

EY369988

Inspection date

16/09/2008

Inspector

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Setting address

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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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Description of the setting

Roundabouts Day Nursery was registered in 2008. The setting is run by the partners of Beyond Basic Learning Ltd and operates from an adapted former school building between Crewe and Nantwich at the intersection of two main roads. Children are cared for within two main base rooms on one floor and they share access to a secure area for outside play. A maximum of 37 children aged under five may attend the nursery at any one time. The setting is open five days a week from 07.00 to 19.00 for 51 weeks of the year, excluding bank holidays. Children attend from the local community and surrounding areas.

There are currently 26 children on roll aged from birth to five years. All of these are within the Early Years Foundation Stage (EYFS). The setting is able to support children with learning difficulties and disabilities and children who speak English as an additional language.

The setting employs four members of staff including the manager. Three of these are qualified to level three in early years and one is qualified to level two. The setting receives support from the local authority early years advisory team.

Overall effectiveness of the early years provision

The small committed and enthusiastic staff team are establishing a welcoming setting which provides satisfactorily for each child's welfare and development. However, the everyday use of the nursery manager to run the pre-school holds back the overall effectiveness of the provision. The pleasant, stimulating environment, good quality resources and friendly staff enable most children to settle and quickly gain confidence to initiate play and learn independence. However, there are insufficient staff which means that some children who require more one to one support are less well included. Little time has been allowed for formal self-evaluation or planning for improvement during the six months since opening. As a result there are many weaknesses in the documentation and organisation of the setting under the requirements of the EYFS, in particular the assessment and documentation of individual children's progress.

What steps need to be taken to improve provision further?

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

- ensure that adults are suitable to look after children, in particular that the named persons for specialisms have undertaken appropriate training and are made known to parents and that records show evidence of staff suitability checks and ongoing suitability
- ensure that space and equipment are suitable for their purpose, in particular that the risks posed by nettles and berries are minimised; that children have individual hand drying towels and plates to minimise cross infection; that first aid supplies are readily available; and that children can develop a range of physical skills using climbing and balancing equipment

- plan and organise systems to ensure that every child receives a challenging learning and development experience, in particular resources and activities to develop children's learning about diverse cultures and disabilities
- maintain records and procedures required to meet the needs of children, in particular developmental records for children; attendance records which show the names of children's key workers; and records of fire drills including any problems and how they were resolved.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that sufficient staff are available to meet the ratio requirements in relation to staff working directly with children 16/10/2008
- undertake sensitive observational assessment in order to plan and provide for each child's progress towards the early learning goals. 16/10/2008

The leadership and management of the early years provision

The setting employs suitable and qualified staff who work hard together to provide for each child's welfare and development on a day to day basis. Necessary risk assessments, staff records and information about children's individual needs are obtained and organised by the manager so that parents are confident in the staff's suitability and competence to deliver good quality care and education. However, systems to ensure ongoing suitability are not established and evidence of suitability is not well organised.

Warm and professional relationships have been established between staff and parents so that children's care is well integrated. All staff understand and implement accident, incident and medication records fully and ensure that parents know about their child's day in good detail. However, the manager is not supernumery at present and has not been able to evolve all systems robustly. Similarly, the small staff group have not made their specialisms and key worker groups clear to all and are not well prepared for all their responsibilities. In addition, risk assessments and documents have not been used effectively to minimise all risks and identify areas for improvement. Nevertheless, weaknesses in the leadership and management have not put children at risk of harm and the manager has capacity and enthusiasm to address areas of weakness.

The quality and standards of the early years provision

Adults support children's learning well by purposefully engaging with them as they play. They encourage children to initiate their own creative and imaginative play, using well organised, labelled and accessible resources. Adults know children's needs well and key workers discuss and question children appropriately so that their communication skills, confidence and ideas are developing well. For example, pre-school children's chosen play dough animal shapes activity provides an opportunity

to discuss animals they have seen and stories they know about animals. The staff member skilfully develops the discussion into a creative story which the group evolve together, gathering props from around the room to act as well as tell, their story.

Extended free play sessions provide ample time for children to pursue and complete activities, although opportunities to begin to recognise letters and words from signs and labels around them are few. Similarly, there are limited resources for climbing and balancing and for positive images of diverse cultures. Key workers are not yet using their observation notes and photos to document and plan for children's progress towards the early learning goals and their roles are not clearly made known to parents and carers. This limits the ability of staff and parents to focus their input in specific ways that will foster individual children's progress.

Routines for meals, snacks, toileting and outside play are flexible so that children can be fully included and have good opportunities to practise their social and independence skills. As a result, they are competent and enthusiastic to take care of their personal hygiene and their environment. For example, two-year-olds fetch and throw away used tissues into a nearby bin and can sweep up spilt sand or attach large sheets of paper to the easel for use. They eat and drink well and are learning about healthy lifestyles, but individual plates and paper hand towels were not used on the day of inspection, providing opportunities for cross-infection.

Children are safeguarded through rigorous door security to the nursery and through use of careful escort arrangements, gates and wrist straps when they go outside. In addition a description of each child's clothing is written on the daily register in case a child is lost. However, some dangerous plants pose risks and the first aid kit is not easily available in the main nursery on the day of inspection. In addition, the specialist staff member for child protection has not attended training in this. Children's safety and well-being in an emergency is assured through evacuation practises, although these have not been documented, and children respect and take care of each other well because staff are effective role models. They teach and encourage politeness, team work and kindness, so that children enjoy solving problems and finding things out together.

Annex A: record of inspection judgements

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

Overall effectiveness

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

Leadership and management

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

Quality and standards

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet Early Years Foundation Stage General Welfare Requirements.

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.