

Roundabout Nursery

Inspection report for early years provision

Unique reference number	EY304740
Inspection date	02/04/2009
Inspector	Anna Davies

Setting address	Compass Point Business Park, Stocks Bridge Way, ST. IVES, Cambridgeshire, PE27 5JL
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Telephone number	
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Email	
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Type of setting	Childcare on non-domestic premises
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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 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).

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 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 07.30 to 18.00 all year round. All children share access to secure enclosed outdoor play areas. Access into and out of the nursery is at ground level and there are disabled toilet facilities.

The nursery is registered on the Early Years Register. A maximum of 100 children may attend the nursery at any one time. There are currently 125 children aged from birth to under five years on roll. The nursery is also registered on the compulsory and voluntary parts of the childcare register. The nursery currently supports children with learning difficulties and/or disabilities as well as children whom speak English as an additional language.

The nursery employs a total of 23 members of staff, 18 of whom hold appropriate early years qualifications to at least National Vocational Qualification Level 2. One member of staff has a Level 4 qualification and two are working towards a Level 4 qualification. The proprietor has recently achieved Early Years Professional Status. The setting provides funded early education for three and four-year-olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are very happy and settled throughout the spacious and well-maintained nursery and make good progress in all areas of learning. Staff know children well and as a result, provide a stimulating range of activities both indoors and outdoors to engage children's interests and support their learning and development. Management and staff are committed to continually improving the provision and have effective systems in place to identify future areas for development.

Policies, procedures and records are used effectively to underpin arrangements to safeguard children's health and welfare. Secure partnerships with parents enable staff to meet children's individual needs and ensure that they are kept informed of all aspects of their children's care and most aspects of learning.

What steps need to be taken to improve provision further?

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

- use every opportunity to extend and challenge children's learning effectively, this relates to making use of learning opportunities at meal times and during activities that occur spontaneously
- develop assessment arrangements, this relates to extending the identification of children's next steps to include all six areas of learning, routinely sharing

these with parents so that they may extend the children's learning at home and sharing the next steps of learning with other provisions that children attend to further promote consistency in their learning and development

- enhance the provision and display of images reflecting diversity throughout the nursery.

The leadership and management of the early years provision

Children benefit from the spacious, purpose built facilities offered; they have ample space to play both indoors and outdoors, sleep and eat in comfort. Documentation policies and records are well organised and regularly reviewed to ensure that they fully underpin the quality of care provided. Children are cared for by a well-qualified, strong and committed staff team. Recruitment and induction procedures are robust which ensures those working with children are suitable to do so. Individual staff appraisals, room meetings and full staff meetings ensure effective communication between all staff and enable them to have an involvement and ownership of the continuous monitoring and evaluating of the provision.

Effective links with other providers also delivering the Early Years Foundation Stage (EYFS) to children in the nursery's care and local schools help promote consistency of care and learning. Strong partnerships with parents ensure that they are well informed of all aspects of care and most aspects of learning. Staff take time to offer daily feedback and written information for the youngest children, about their achievements and daily routines and more formal parents evenings are offered bi-annually. Good information is gathered from parents and carers about children when they start at the nursery and on a continuous basis to ensure that staff are aware of children's individual needs and interests. For example, a display board in the hallway enables parents to post information about their children's latest interests and learning at home so that this can be used by staff to inform future activities. Parents speak highly of the nursery, specifically the warm relationships between the children and staff and the good progress children have made since starting.

Comprehensive risk assessments are in place for the premises, garden and any outings undertaken with children, so helping to ensure that any identified potential hazards to children are minimised. The premises are secure and clear procedures are in place for the collection of children by authorised adults. Staff have a very secure understanding of safeguarding procedures and the signs and symptoms of abuse and their duty to safeguard children's welfare.

The nursery has established good systems of self-evaluation. Staff at all levels, are involved in the monitoring and evaluation of outcomes for children and parents' feedback is actively sought. The manager is 'hands-on' and is committed to spending as much time in each of the nursery rooms as possible. In this way, she is able to effectively monitor and evaluate practice. Clear action plans are in place to identify areas for development. For example, since the last inspection, the setting has focussed on the team-building of the staff and developing the use of the outdoor area by ensuring coverage of all areas of learning and operating an

indoor and outdoor free-flow system of play, with funding being sought to provide further safety surfaces. These developments have had a positive impact on children's care and learning.

The quality and standards of the early years provision

Children are provided with a good range of activities across all areas of learning. They are very happy and settled and actively engaged with staff and in the activities they choose. Staff working with the youngest children have a good understanding of how they learn. For example, they offer a good range of exploratory and investigative activities such as crazy soap, jelly and cornflour so that children learn through practical experience and active learning. Effective key person systems ensure children feel secure and form firm attachments with key staff. Staff interact well with children, adapting activities according to children's needs for example, when they are reluctant to use their fingers to paint or need help and support when using scissors to 'snip' paper. Planned activities are delivered well by staff and provide many learning opportunities for children. For example, children wait in anticipation to see what is inside the 'talking box' and effective questioning techniques used by staff, challenges children to guess what is inside and to use language to express their ideas and think about the contents. However, there are some missed opportunities to make full use of learning opportunities offered during activities that occur spontaneously and during meal times. For example, children notice their own and other's shadows in the sun but this is not further extended by staff.

Planning and assessment systems across the nursery are good. Planning is based on children's interests and their next steps of learning which ensures activities and experiences offered to children are meaningful to them. Regular observations are made of the children and some next steps identified. However, these do not cover all areas of learning. Reviews of children's progress and development are conducted each term and this information is passed onto other settings children attend as well as the parents when they view the records. However, the next steps of learning are not included on these reviews to enable parents and other settings to further support and promote consistency in the children's learning. Children with learning difficulties and/or disabilities as well as those who speak English as an additional language, are well supported and fully included in all activities. Home languages are incorporated into daily activities and routines which ensures that children feel a sense of belonging and are valued as individuals.

Children have good opportunities to find out about the world in which they live. For example, they plant bulbs, look at a wasps nest brought in by a parent and begin to understand cause and effect as they use the electronic toys. Whilst there are a suitable range of resources and some images displayed that reflect diversity, this aspect of the provision could be further enhanced to ensure that children across the nursery receive consistent messages about diversity. Children have space and age-appropriate equipment in order to develop their physical skills both indoors and outside. For example, young toddlers are supported as they climb the steps to the small slide and babies pull themselves to standing in the ball pit. Children's creativity is valued; staff understand that it is the process of 'doing' rather than the

end result which is important and as a result, they praise and value all children's efforts.

Children's good health and welfare is effectively promoted. Balanced and nutritious meals are provided and meal times are a social occasion. Children are cared for in a very clean and hygienic environment and staff ensure that they follow good procedures to minimise the risk of cross-contamination for example, when changing nappies. Children are encouraged to fully understand the importance of good hygiene routines and staff are vigilant in checking these have been followed for example, after children have used the toilets independently. Behaviour is good. Children begin to regulate their own behaviour for example as they use the sand timer to ensure that their friends each have a turn on the computer. Good manners are encouraged. For example, children sit and wait for their friends before eating and are prompted to use 'please' and 'thank you'. Children learn about keeping safe as they use equipment such as scissors, enjoy visits from people who can help to promote their safety and practise regular fire drills.

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

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

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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 B: the Childcare Register

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

There have been no complaints made to Ofsted since the last inspection.

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.