

Under Fives Roundabout

Inspection report for early years provision

Unique reference number	EY379489
Inspection date	26/02/2009
Inspector	Heidi Falconer
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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 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

Under Fives Roundabout is run as a registered charity managed by a committee of parents. It opened on this site in 2008, previously it operated from two other sites since 1980. It is situated in a purpose-built building on the site of Mayfield Primary School in Cambridge. Children have access to an enclosed outdoor play area. The pre-school is open Monday to Friday term time only, morning sessions run from 09.15 to 11.45, lunch club from 11.45 to 12.30 and afternoon sessions from 12.30 to 15.00. Children can attend for a variety of sessions.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 42 children may attend the nursery at any one time. There are currently 67 children aged from two to under five years on roll, some in part-time places. The setting currently supports a number of children with learning difficulties and/or disabilities.

There are six members of permanent staff, five of whom hold appropriate early years qualifications to at least National Vocational Qualification Level 2. One member of staff is currently working towards 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. A high priority is given to ensuring that all children are valued and treated as individuals and that any additional support which is required is sought at an early stage. The staff team show a strong commitment to improving their practice and are constantly reflecting on their practice to ensure that the service provided is responsive to its users. Partnerships with parents are well established. This enables staff to obtain good information about each child and promote all children's learning and welfare successfully.

What steps need to be taken to improve provision further?

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

- improve the organisation of the session to ensure that younger children have sufficient time to complete their chosen tasks
- continue to share observations and assessments with parents, encouraging them to share what they know about their child
- ensure written detail of all medication administered to children is accurately recorded

The leadership and management of the early years provision

The manager and the committee provide strong and effective leadership. All of the adults working at the setting are clearly focused on promoting children's welfare,

and supporting them to make very good progress in their learning and development. There is a very strong emphasis on raising standards and improving the provision for the children who attend. Self-evaluation is good and takes into account the views of parents and staff. Plans are in place to ensure that it also includes the views of children. It is mostly effective in identifying strengths and weaknesses and is used together with findings from other quality checks to devise actions that lead to improvement. For example, staff are currently developing resources to ensure that children who speak English as an additional language have opportunities to hear their home language in their play and learning.

Children's welfare is safeguarded and promoted well. The setting follows guidance from the 'Key safeguarding employment standards' to ensure that safe recruitment practices are consistently implemented. This ensures that thorough checks are carried out, to determine the suitability of all new staff and volunteers. Thorough induction procedures and training ensures that all staff are familiar with the settings safeguarding children policy and that they have the ability to act appropriately to safeguard children in their care.

The staff work collaboratively with parents and other professionals. Parents are provided with good information about the setting. Emails, newsletters and display boards outside the entrance areas keeps them up-to-date with special events and changes at the setting. The staff liaise with parents and access services from other professionals to ensure that children with specific needs are identified early and that their needs are appropriately addressed. This ensures that all children are equally valued and catered for. The setting have a positive attitude to liaising with other setting's delivering the Early Years Foundation Stage (EYFS).

The quality and standards of the early years provision

Staff use their observations of children's interests and stages of development to plan some activities, whilst making additional resources easily accessible to the them. This allows children to learn through first-hand experiences, in activities that they have chosen. As a consequence, children frequently concentrate and persevere to complete tasks. For example, children playing with dinosaurs wanted to make 'caves' so they went to the art area and collected rolls of sticky tape. They then proceeded to stick the tape across shelves to make 'bars' to keep the dinosaurs in the caves. Staff supported this very well, listening to the children's ideas and allowing them to lead the play. However, the timing of the circle time for younger children does mean that at times children who have just become fully engaged in activities have their play disrupted. This impacts on their ability to persevere with their chosen activity.

All children are able to make good progress in their learning and development as staff identify a child's need for additional support as early as possible. Staff share information and records with parents and, where appropriate, with interagency teams to ensure that each child gets the support that they need. Good quality flexible planning for individuals ensures that each child receives an enjoyable and challenging experience across the areas of learning. Parents are provided with good information about the EYFS. The setting's prospectus has been updated to

reflect the changes and parents were invited to attend a briefing session on the EYFS. There are some opportunities for staff and parents to share what they each know about the children and the progress they are making.

Relationships between children and staff and with each other are excellent and their behaviour is very good. Children arrive happy and are excited by the activities on offer. Activities relating to topics allow children appropriate opportunities to experience different cultures. Photographic evidence shows involvement in events such as Diwali, Eid and Christmas. Each room has a comfortable book area with a book display case. Children have planned story times but also use books independently. Children learn that books also carry information. For example, on the day of the inspection children were using reference books to look up information about pirates and their flags. Books such as 'Pass the Jam Jim' help children to recognise letters of the alphabet by shape and sound. There are many opportunities throughout the session for children to use mathematics in planned and unplanned activities. Children are helped to understand number and operations like simple addition and subtraction. For examples, in books such as 'Handa's Surprise', children add and subtract the number of pieces of fruit which are left after the animals take them one by one.

The staff establish and maintain a very safe and stimulating environment for all children. Indoor and outdoor areas are exceptionally well set out to create a challenging environment where children learn mainly through self-chosen play activities, they have free choice from an excellent range of resources. For example, outdoors they can use rollers and large pieces of cardboard to enable them to paint on a large scale. Children are taught to be safety conscious without being fearful. For example, when they climb on resources such as drums staff calmly explain why this is not safe. Risk of accidental injury to children is minimised as staff are vigilant and use thorough risk assessments to reduce potential hazards. The premises are kept very secure at all times and staff carefully monitor access to the setting, taking care to verify the identity of visitors. Children develop an excellent understanding of keeping themselves healthy. As they prepare snack they discuss with staff foods which are good for them and visitors such as the dental hygienist visit to talk to the children about teeth and healthy eating. Good policies and practices are in place to maintain children's health. However, there is an aspect of the written medication record that is not up to date.

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?	1
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

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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