

Magic Roundabout Pre School

Inspection report for early years provision

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Inspector Anne Jeanette Faithfull

Setting address Victoria Park Church Halls, Victoria Park, Edghill Road,
Bournemouth, Dorset, BH9 2PH
Telephone number 01202 520065
Email email@susana@dred.freeserve.co.uk
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

Magic Roundabout pre-school opened 30 years ago. The pre-school operates from the Victoria Park Methodist Church halls, in Winton, Bournemouth. The pre-school uses two rooms and a kitchen situated within the hall. Children have access to an outdoor area. Children attend from the local surrounding areas. The pre-school is open five days a week during school term times. Sessions are from 09:00 to 12:00 with a lunch club from 12:15 to 13:15. The pre-school is registered for 28 children on the Early Years Register and is also registered on the compulsory and voluntary parts of the Childcare Register. There are currently 53 children on roll. The nursery is in receipt of funding. The pre-school is able to support children with learning difficulties and disabilities, and children who speak English as an additional language. There are nine staff members employed to work directly with the children, of these eight staff hold relevant early years qualifications. The pre-school receives support from Bournemouth Early Years.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are very happy, settled, confident and secure in the pre-school. The dedicated and caring staff team in place recognises each child's individual uniqueness and ensures all children are included, respected and valued. Children make good progress as staff undertake observations to record their individual achievements and use these to identify children's next steps in learning. The owner and staff through their on going evaluation and daily reflective practice highlight areas for development and these are acted on to ensure continuous improvement

What steps need to be taken to improve provision further?

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

- further develop the system in place to gain information from parents to include children's starting points and achievements already made at home
- implement a system for all staff to share the information and knowledge gained from attending training courses
- extend the opportunities for children to develop and use their home language in their play and learning

The leadership and management of the early years provision

Children benefit from having experienced staff who have worked together for many years and who are dedicated to further improvement and development. The owner/manager ensures staff regularly attend training courses to update their knowledge including training on the Early Years Foundation Stage (EYFS). However, currently there is no robust system in place for them to share their knowledge and information gained with the rest of the staff team, to enhance their

knowledge. Children's welfare is promoted through the effective implementation and consistent monitoring of the policies and procedures in place. The owner/manager ensures good links are in place with other professionals and settings involved to support children's individual needs and progression.

Staff regularly observe the children and use these observations effectively in planning for the child's next step. Parents are informed in a variety of ways of their child's progress and development. There are systems in place to obtain information from parents before their child starts; however, this does not include their child's achievements and progress already made at home or a previous setting. Parents comment on how happy and secure their children are and the excellent relationships they have with the staff who fully support them and their children. A range of risk assessments are in place which are reviewed on a regular basis and staff have a sound understanding of child protection issues and are aware of the steps they should take if they have concerns about a child in their care. All staff reflect and evaluate each day and the owner/manager is very pro-active in implementing new systems to further improve the pre-school such as, introducing a parents' questionnaire to record their views of the pre-school and the care and education offered. This further ensures the continuous improvement of the pre-school.

The quality and standards of the early years provision

Children thoroughly enjoy themselves at the pre-school and readily leave their carer and chatter to their friends. They readily decide which activities they wish to participate in and have fun learning through their play. Children make good progress in their learning as they are provided with a range of activities to challenge, stimulate and motivate them to learn through their play. There is a good balance of adult-led, child led and focused activities throughout the session. The staff use their many years of experience to plan a wide range of experiences for the children both inside and outside. Planning is flexible and takes into account the ideas, interests and stages of development of the children. Some activities are linked to the topics and themes in place for example, looking at and naming shapes. A favourite activity of the children is the word and shape game where they look at the word or the name of a shape, which is held up, and they walk around the room and put the word by the object or shape. Children experiment and play with a variety of textures, such as shaving foam and pasta. They talk about what the shaving foam feels like and enjoy making pictures out of the foam on the table. Children have many opportunities to be creative and use their imagination as they role-play in the play kitchen, talking about the different cakes they are going to make and share with their friends. Staff effectively use everyday routines to encourage children's counting and number skills for example, counting the plates at snack time and how many children are sitting around the table.

Children confidently approach staff, visitors, and share events in their lives with each other for instance, sharing their news about their new baby brother. Children's language and communication skills are encouraged as staff ask appropriate questions such as 'why', 'what are you doing', and children are beginning to learn a few words in sign language. Children who attend who have

English as an additional language are supported well and staff take time to explain the routines and activities in place, however they cannot readily access words from their own home language. Children enjoy reading and listening to stories and readily predict what is going to happen next in the story. They independently go to the book corner and sit quietly and look at a book. Children are very well behaved. They readily respond to any requests made by each other or staff and the staff are very good role models as they are sensitive to events happening in children's lives and are calm and consistent.

Children are protected from the spread of cross infection due to the staff's continual vigilance and information they obtain from other health professionals regarding any recent health issues. Children talk about putting their hands in front of their nose when they sneeze, using a tissue and washing their hands to get rid of the germs. Children receive healthy snacks and displays of healthy foods and snacks remind children of healthy eating. Staff work with parents to ensure the packed lunches they provide for their children are healthy and nutritious. Lunch club is a sociable occasion where children and staff sit together talking about their morning. Children's physical skills are developing well as they have many opportunities to run, skip, and use bats and balls in the large hall and use a range of equipment including bikes outside. Children are beginning to be aware of safety issues and how to keep themselves safe as they regularly practise the fire evacuation procedures and gentle reminders from staff for instance, to be careful when using the indoor climbing frame.

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

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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