



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY220882

DfES Number: 520229

### INSPECTION DETAILS

Inspection Date 21/02/2005  
Inspector Name Hazel Stuart-Buddery

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Merry-Go-Round  
Setting Address St James Church Hall  
Church Street  
Weybridge  
Surrey  
KT13 8DE

### REGISTERED PROVIDER DETAILS

Name Merry - Go - Round Ltd 4453612

### ORGANISATION DETAILS

Name Merry - Go - Round Ltd  
Address St James Parish Center  
Church Street  
Weybridge  
Surrey  
KT13 8DE

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Merry-Go-Round Ltd was taken over by its current owners in 2002. The group operate from a church hall and have access to large hall, smaller room, kitchen, toilet facilities and an outdoor area. It is situated in the centre of Weybridge. A maximum of 36 children may attend the group at any one time. The group is open five days a week from 09:15 to 12.00 during term time only.

There are currently 54 children from 2 to under 5 years on roll, of these 34 receive funding for nursery education. The group serve the local community. The group have procedures in place to support children with special needs and English as an additional language.

The group employ ten staff on a part time basis. Seven of the staff hold appropriate early years qualifications.

### How good is the Day Care?

The quality and standard of day-care provided is good. The manager's ensure that high ratios of qualified staff are employed. Staff training needs are identified and appropriate courses completed. The environment is warm, welcoming, clean and well maintained. The children are grouped to enable appropriate learning. The group provide a wide range of good quality toys and activities ensuring that the children are suitably stimulated. The staff work well as a team and support the policies and procedures in place.

The manager and staff have a good awareness of safety, hazards are identified and minimized, ensuring children play in a safe environment. Health and hygiene are promoted, however, children are not encouraged to wash their hands before snack time. Drinks and snacks are offered mid-morning and all dietary needs are taken into account. Staff have an awareness of child protection issues and procedures, although they are not shared with parents. The group have an understanding of equality of opportunity, however, resources that reflect diversity are limited.

The children respond enthusiastically to the activities offered and staff participate well in their learning. Staff interaction is good and children confidently talk to staff and their peers. The children are happy, relaxed and have fun. They particularly enjoyed the story 'Hungry Caterpillar', they participated excitedly and giggled between themselves when all of the children repeated the last lines together. Staff are positive role models and encourage good behaviour. The children are very well behaved and the youngest children are aware of the daily routines.

Good relationships are formed with parents and regular newsletters are sent to keep parents informed of what the group are doing.

#### **What has improved since the last inspection?**

Not applicable

#### **What is being done well?**

- The group employ high ratios of qualified staff. Training and staff development is on-going.
- The group offer a wide variety of activities for the children to choose from. Staff interaction is good and some activities are enhanced with direct involvement. The children are suitably stimulated, enjoying themselves and are making good progress.
- The manager and staff provide a warm and welcoming environment. Space and activities are organised well, children are able to make their own choices. The children are happy and very settled.
- The staff are good role models for the children. The children are aware of the daily routines and show respect for each other. The children are very well behaved and feel safe and secure.

#### **What needs to be improved?**

- resources to reflect diversity
- procedure for washing hands before snack time
- procedure to share child protection policy with parents.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report

#### **Outcome of the inspection**

Good

## **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

## **WHAT NEEDS TO BE DONE NEXT?**

### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
7	Ensure good hygiene practices are in place regarding hand washing before children have snacks.
9	Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.
13	Ensure child protection policy and procedure is shared with parents.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision of nursery education at Merry-Go-Round Ltd. is acceptable and of good quality overall. Children are making generally good progress towards the early learning goals. They are making generally good progress in knowledge and understanding of the world and physical development and very good progress in all other areas of learning.

The quality of teaching is generally good. Staff have an excellent knowledge and understanding of the foundation stage and the early learning goals. They keep clear records of children's progress through the yellow and blue stepping stones, but have not extended this to show progress for the more able child. They have a warm relationship with children. They use questions to encourage children to think and communicate. They give children praise and encouragement and children are polite and are learning to be independent. Children benefit from a wide range of resources and stimulating activities, although planning does not include daily gross motor physical activities. There are no children attending with special educational needs. One child attends who has English as an additional language.

Leadership and management is generally good. The two owners work extremely effectively together and are supported by qualified staff who all work well together as a team. There is a strong commitment to the training of staff and to improving care and education. Although there is currently no appraisal system in place and the group does not formally record the strengths and weakness of the group, they have plans to implement this.

The partnership with parents and carers is generally good. Parents speak highly of the setting. They are given good information about the group and know who their child's key worker is. They are well informed about the current theme and future events. Parents spend time talking informally to staff, but there are no formal procedures to enable parents to be informed of their child's progress.

### What is being done well?

- The owners and members of staff are all well qualified and continuously update their training and knowledge of the Foundation Stage. They plan stimulating learning activities for children.
- Children and staff develop good relationships with each other. Staff give the children plenty of praise and encouragement and, as a result, children are polite and treat each other with respect. Children learn to share and take turns and show pride in their achievements.
- Staff constantly ask children open ended questions and encourage children to think. They ask what children think would happen if they did printing with a soft plum, rather than a hard fruit such as a pear or apple. Children chat

happily throughout the session and discuss their activities.

- Children are encouraged to count throughout the daily routine. Both younger and older children are developing good counting skills. They take turns to count how many children there are at registration time and snack time.

#### **What needs to be improved?**

- the current system of assessment, so that children's progress is recorded in areas where they exceed the yellow and blue stepping stones and so that challenge is identified for the more able child
- the system to assess and record the strengths and weaknesses of the setting, including a system for staff appraisals
- opportunities for parents to be involved in their child's learning
- the range of resources reflecting different nationalities and those with disabilities
- the opportunity for children to participate daily in a range of gross motor physical activities.

#### **What has improved since the last inspection?**

Staff have made generally good progress in addressing the key issues raised at the last inspection. At the last inspection staff agreed to provide information in plans on how activities will be extended or modified for those who learn more or less quickly and for children whose first language is not English, and also to introduce more formal methods for monitoring and improving teaching. The key issues were agreed before the current owners took over and at the time of inspection they had not been aware of these key issues.

Staff plan regular activities which cover different aspects of the early learning goals and which clearly detail the learning aims of the activities. Although the staff are aware of which children learn more or less quickly, the plans do not specify how these activities will be extended for the more able child. This remains a key issue for this inspection. Although there are no plans showing how activities will be modified for children whose first language is not English, this is not currently an issue as all children attending are competent in the English language. However, the group intend to implement an action plan to show how they will cater for children whose first language is not English, in case this situation arises in the future.

Staff make regular observations of children's progress and make effective use of the Surrey profiles in order to record children's progress through the stepping stones towards the early learning goals. Currently staff only keep records of children's progress through the yellow and blue stepping stones. However, they are now preparing to record progress through the green and grey stepping stones where appropriate and have the required documentation in place.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children arrive confidently and are familiar with the routine. They enjoy the resources and activities on offer as they move between sessions in the main hall and upstairs room. They form good relationships with their peers and staff and concentrate well both in group activities and on individual work. They are polite and know how to share. They are developing independence. They are learning about the customs and cultures of other children in the group, including Chinese New Year.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy listening to the story "The Hungry Caterpillar" and explore new words such as "author" and "cocoon". Children are good communicators. They use language for thinking when they discuss why a child might not have arrived. They are skilful in their use of writing implements and some older children can accurately copy and draw caterpillars. They learn to recognise sounds and letters when their name is called out and when they find their name at registration.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's understanding of numbers is reinforced as they take part in routine tasks such as counting children at registration time. They count accurately up to 10 and some beyond. They use calculation when they realise that one child is missing. They have a clear understanding of size as they discuss which bear is big and which is little. Children learn about different shapes and carefully draw and cut circles to make a caterpillar. They concentrate well as they complete puzzles.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children taste different fruits when they make fruit salad and learn about the different patterns in fruit when they cut pears, apples and oranges in half for printing. They are skilful at using the computer and mouse. They have a good awareness of time and place, as they learn about the different days of the week and discuss what they do at home. Children have some opportunities to learn about other cultures but there are limited resources reflecting different nationalities and disabilities.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children are taught to handle and control small objects and are competent in using scissors, pencils, paintbrushes and the computer mouse. They have a good awareness of what happens to their bodies when they are hot and cold. They explain that if they eat too much they might get tummy ache, feel sick or get fat. They enjoy using the climbing frame and participating in musical movement sessions. They do not have daily opportunities to develop their gross motor physical skills.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children participate enthusiastically in musical movement sessions. They show enormous pleasure as they play musical instruments together and create their own tunes. They take their roles as doctors and nurses seriously and concentrate as they bandage patients and listen to their heartbeats. They enjoy exploring different media and materials and are proud of the caterpillar pictures they create when they put fruit halves into thick paint and print the shapes.

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



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- expand the current system of assessment, so that children's progress is recorded in areas where they exceed the yellow and blue stepping stones and so that challenge is identified for the more able child
- develop a system to assess and record the strengths and weaknesses of the setting, including a system for staff appraisals
- provide more opportunities for parents to be involved in their child's learning.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*