

Roundabout Day Care Centre

Inspection report for early years provision

Unique reference number 117151
Inspection date 09/02/2011
Inspector Julie Wright

Setting address Embankment Road, Plymouth, Devon, PL4 9HP

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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 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.

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Description of the setting

The Roundabout Day Care Centre opened in 1986. It operates from several rooms within the Plymouth Christian Centre, situated close to the city centre. The nursery centre serves the local and surrounding areas of Plymouth. Children have access to secure outside play areas.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, to care for a maximum of 79 aged under eight years, 24 of whom may be aged two years, and not more than 23 may be under two years, at any one time. There are currently 85 children on roll, all of whom are aged from three months and within the early years age group.

The nursery opens Monday to Friday all year round from 7.30am 6.00pm. There are 21 staff employed to work with the children, 19 of whom hold appropriate childcare qualification to level 2 or above. In addition a cook, secretary, housekeeper and an administration officer are also employed. The nursery receives support from the Local Authority and is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Roundabout Day Care Centre provides a safe and stimulating nursery environment for children. Staff have a secure knowledge of children's early learning and development, consequently, children make good progress. Planning, preparation and organisation of activities in most aspects is thorough. Staff effectively promote inclusion and meet children's individual needs very well. Comprehensive policies and procedures are in place to promote children's health, safety and welfare, most of which are fully implemented. Staff provide a very warm welcome to families and promote excellent working relationships with parents. They evaluate the effectiveness of their provision and demonstrate a good capacity for continued improvement.

What steps need to be taken to improve provision further?

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

- promote consistent hygiene practice and routines throughout the nursery
- improve the organisation of snack and lunch times to extend learning opportunities and further promote children's developing independent skills.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good understanding of their role and responsibilities within the nursery. Clear and effective safeguarding procedures are in place to protect children's welfare. Staff attend relevant training in order to maintain up to date childcare knowledge and awareness. Robust vetting and recruitment procedures ensure that children are cared for by suitable persons. Secure induction and appraisal systems enable management to assess ongoing suitability of staff. Risk assessments are conducted and hazards minimised to children, both on and off the premises. Entrance and exit points are securely monitored and a record of persons on the premises is maintained. Staff maintain ratios throughout the setting, using approved bank staff to cover absences if required. All records and documentation are maintained in good order, which contributes to effective organisation.

Throughout the nursery staff prevent the risk of cross infection reasonably well. Babies and young children have their own cots, sleep mats and blankets. Nappy changing procedures are hygienic and staff conscientiously clean surfaces. Pre-school children show growing independence and an understanding of hygiene routines. They have access to sinks which they use at appropriate times. In the toddler room children use individual flannels after lunch, with staff support if needed. However, there are inconsistencies in good practice, which is due to children sometimes sharing a bowl of water for hand-washing. Children benefit from fresh air and exercise on a daily basis with access to outdoor play areas. Age-appropriate resources and equipment are accessible in each room to promote children's interest and development. Bright displays of children's creativity and family photographs are in each area. Staff skilfully encourage children to behave well, with carefully planned individual strategies. Children develop good levels of self-esteem and show pride in their achievements. Staff provide fresh fruits and accessible drinks, with a reasonably varied four week menu for meals, currently under review. Children enjoy sociable snack and lunch times, although children are not always consistently well supported. For example, not all children at snack time sit at a table and have some difficulty in balancing their cup and handling fruit. Food is freshly prepared on the premises, although children have limited opportunities to be involved. For example, in cutting, spreading or serving their snack or lunch items.

Systematic and consistent procedures are in place throughout the nursery to observe, assess and plan for children's individual progress. Partnerships with parents is a significant strength in the nursery and they are actively involved with children's learning. Staff provide a wealth of information for parents, including suggestions and reasons for activities to share with children at home. For example, 'Maths Challenge' is a fun activity promoting physical skills, early numeracy and literacy development. Parents are welcome to 'stay and play' and attend specific sessions. They contribute to children's records of achievement and progress, adding their comments and completing 'Wow' cards. Staff seek parent's views and work closely with them in order to consistently meet children's needs. Parents provide extremely positive feedback on the care given. They highly commend all aspects of care, particularly the transitional support given to parents and children.

This ensures that parents and children feel secure and confident as they progress through the nursery, and then onto other settings. Staff work well with other providers and services to effectively support children. Since the last inspection staff have addressed previous recommendations, continued to attend training and made improvements to safety in the outdoor areas. They have completed a self-evaluation form and have secure plans in place for further improvements. For example, to extend outdoor learning opportunities for children and to create a sensory room.

The quality and standards of the early years provision and outcomes for children

Children are cared for in appropriate group rooms, Tiny Tots, Toddlers and Main Room, according to their ages and abilities. There is an effective key person system and consistent staff team. Consequently, children form secure relationships and attachments. Young babies and toddlers respond readily to familiar faces and voices, feeling nurtured and safe. Staff are attentive to children's individual needs and personal routines, which ensures that they are comfortable and content. Planning in each of the rooms is clearly detailed, includes children's interests and promotes individual progress. In the Tiny Tots room crawling babies explore their surroundings, investigating a variety of resources. These include interesting textures and materials, including prepared 'Treasure Baskets'. Staff provide sensory and creative play experiences, such as, sand, paint, corn flour and water. Younger children laugh as staff blow soap bubbles for them to chase and pop. They listen to songs and begin to copy simple action rhymes, as they learn to take part in group activities. Children enjoy looking at their photographs on the electronic picture frame, showing a developing awareness of themselves. Similar activities are provided in the Toddler room, which are adapted to provide suitable challenge and extend learning as children grow.

In each of the rooms children benefit from close support to help them make progress. They go for visits in preparation for planned moves, accompanied by significant staff. Children settle quickly and are happy in the care of nursery staff. They begin to form friendships between themselves and learn to play well. Children are cooperative and show an understanding of routines and expected behaviour. They respond positively to appropriate instructions and reminders. For example, staff gently prompt children about safety indoors saying 'walking feet please'. Children readily help to tidy up in preparation for the next activity and learn about responsibility. Individual attention is given to children so that staff can target specific areas of progress. Larger group activities enable children to take turns, 'work together' and to develop tolerance. They learn to listen to each other, value difference and cooperate as a group. Staff provide innovative sessions to extend children's fun and interest. For instance, dough has different colours and scents, music is played and children sing in unison as they pinch, squeeze and pummel together. Children follow familiar stories and enjoy imaginatively acting out a tale together. Staff plan topics for children which parents continue at home. These include various festivals, annual events and themed activities. As an example, families have recently been involved in 'Pirates Day', during which

children enjoyed a Treasure Hunt and dressing-up.

Staff promote inclusion and children's early understanding of diversity. Books reflect different languages and backgrounds, which encourages all children be included and to have respect for others. Children are involved in the sponsorship of two children in Uganda, enabling them to consider other lifestyles and communities. They enjoy outings within the local area, such as, visiting the pet shop to see the animals and fish. Suitable procedures are in place for staff to take children on visits, with opportunities taken to promote children's understanding of safety. Children also learn about 'People who help us', which links into being safe and healthy. Mark making resources are evident in each of the rooms. Younger children daub paint and swirl their fingers through shaving foam, making lines and patterns. In the Main Room children show their developing emergent writing skills, beginning to form letters and copy shapes. Children use containers in wet and dry sand, which enables them to consider consistency and quantity. Mathematical language is further promoted during baking activities. Children weigh, measure and mix ingredients to make biscuits and cakes. They also take part in various food tasting activities, linking to celebrations and current events. Children thoroughly enjoy taking books and specially selected toys home to share with their families. These include teddy bears with a diary to write in, and treasure baskets, in which parents can add items to.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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