

The Roundabout Nursery

Inspection report for early years provision

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Inspector Moira Oliver

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Type of setting Childcare - Non-Domestic

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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*.

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Description of the setting

The Roundabout Nursery is a family-run business which was established in 2005 and re-registered in 2011 as a limited company. It operates from a single-storey building in the grounds of All Saints Church in Kesgrave, Suffolk. The nursery is accessible via a ramp and an accessible toilet leads directly off the main playroom. A fully enclosed area is used for outdoor play activities.

The nursery is registered on the Early Years Register to care for a maximum of 26 children aged from birth to five years at any one time. There are currently 49 children attending who are all within the Early Years Foundation Stage. The nursery is open five days a week from 7.45am until 6pm for 51 weeks of the year. It provides funded early education for two-, three- and four-year-olds, and supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs five members of childcare staff, including the manager, all of whom hold appropriate early years qualifications at level 3 or above. Two members of staff are currently working towards further qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a stimulating learning environment. A very effective key person system is in place and children make good progress through the Early Years Foundation Stage. Partnership with parents is a key strength and close, trusting relationships are built. Documentation is professionally presented and organised well to ensure the smooth running of the nursery. The management team and staff set high standards for quality and share a clear vision as they develop self-evaluation systems to improve the provision further.

What steps need to be taken to improve provision further?

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

- develop opportunities for babies and younger children to explore and experiment with natural materials, climbing equipment and the outdoors
- develop a self-evaluation system that clearly identifies strengths and specific areas for future improvement in practice and the impact on outcomes for children.

The effectiveness of leadership and management of the early years provision

The staff have a secure understanding of their roles and responsibilities in safeguarding children and protecting them from abuse and neglect. They have all attended relevant training, and comprehensive policies and procedures support their practice. Robust recruitment and staff induction procedures ensure that children are cared for by suitable and well-qualified staff. A high priority is given to the safety of the children to ensure that they only leave with authorised persons, and unknown persons cannot gain access to areas where children play. Thorough risk assessments are carried out regularly and daily checks ensure that the premises are safe and hazards are minimised. The manager and deputy have high aspirations for the quality of service provided at the nursery. They inspire the staff to consistently reflect on their practice and moral is high. The professional development of the staff is well supported; they are extremely valued and have ongoing opportunities to contribute their ideas. The manager provides each member of staff with valuable time to complete the developmental records. They use this time to assess the observations they have made on the children and to identify the next step in each child's learning. Consequently, they can plan exciting and stimulating activities around children's individual interests and abilities, which supports their progress.

The nursery is set out in clearly defined zones covering all areas of learning. Staff are currently evaluating the environment to ensure that all areas are inviting and well used by the children. Actions taken by the nursery are well chosen and carefully planned. However, self-evaluation is in the early stages and there is not yet a clear system to show progress and the impact that the changes have on the children. Effective key person systems ensure that the staff know the children and their families well. The staff value the important role that the parents play in their child's progress, and parents are fully involved in their child's learning within the nursery. Detailed information is shared when the child first starts and parents are encouraged to add comments and observations in their child's developmental records and daily diaries. Open evenings, displays and photographs provide parents with a wealth of information about the Early Years Foundation Stage, enabling them to work in partnership. Parents are extremely complimentary of the staff and care provided. The nursery develops strong relationships with the local school to support children with the transition. Developmental records are shared and teachers visit the children in the nursery. Staff are proactive in making contact with other settings that the children attend to ensure a consistent approach and to aid progression. They work closely with the local authority and other professionals, and welcome advice and support to enable them to provide the best they can for each child.

Children are valued as unique individuals and inclusion is at the heart of the nursery. They successfully promote equality and diversity with a range of resources, including posters, pictures, books, puzzles, dolls and foods. The staff and children use signing at snack time and are introducing it in songs. They encourage parents and extended family to contribute to the provision by sharing

their cultures, traditions, festivals and languages to increase understanding and acceptance of difference.

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

Children have fun in the rich and stimulating environment. They are extremely confident and settle well. Their personal, social and emotional development is promoted very well, and children demonstrate high levels of independence as they access the toys and explore the nursery environment. For example, well-stocked resource trolleys encourage even the youngest children to select chalks, pencils, crayons and paper independently. Children help to set the tables at mealtimes, pour their own drinks and clear away their plates and bowls when they have finished. The print-rich environment encourages children to write for a purpose as they write letter-like shapes to label items around the room. Children take ownership of the nursery as they help to tidy it up and their work is valued and displayed on the walls. They enjoy story times and also choose to independently look at books, turning the pages, lifting flaps and turning dials. The older and more able children are beginning to recognise some numbers and they happily count the children at their table. They are learning to sort into colour and shape as they help staff to put up the name cards ready for snack. Babies and toddlers develop their problem-solving skills as play with shape sorters and attempt to post the shapes through the appropriate holes.

Children are becoming familiar with technology as they play games on the computer and use a mouse to direct the characters around a maze. They learn about festivals and celebrations and talk about their birthdays. For example, some make pretend birthday cakes with candles in and sing to each other. They use a wide range of construction toys and enjoy using building bricks to make enclosures for animals. Children use their imagination in role play as they dress up in a range of costumes. They go on pretend picnics, cook food for each other and the dolls and involve the staff, who happily join in. Children have many opportunities to express themselves through craft materials and they enjoy using paint as they feel it on their hands. They access a range of collage items and some skilfully use the glue and scissors. Children's welfare is promoted well. They learn to keep themselves healthy through taking part in regular exercise and activities in the fresh air. Staff talk about healthy eating and encourage children to make healthy choices by offering a varied and balanced menu for snacks and meals. Children develop their physical skills, such as balancing in the garden and they have plenty of room to run and jump. Babies are encouraged to become mobile as they stretch for toys just out of reach and roll over to get them. They use the furniture to pull themselves up and have a safe area to practise toddling. However, the baby unit is very new and they have not yet developed the outdoor area. Therefore, there are limited opportunities for babies to climb and explore natural materials in the outdoor environment.

The premises are well maintained and clean, and all food preparation surfaces are hygienic. Food is stored and cooked appropriately and children have access to drinks at all times, which promotes their good health. Children are well cared for

when they are ill and robust procedures are followed for accidents and any medication administered. Staff have a good understanding of the children's individual needs, including diet, allergies and sleep patterns. Babies' home routines are followed and they have their home comforters to help them to settle and feel secure. Children learn to keep themselves safe as they take part in regular fire drills and they know how to use equipment safely. For example, they are supervised at all times on the climbing frame and come down the slide one at a time. Children behave well and they are supported to negotiate and to share the toys and equipment. For example, they understand how the sand timer works for taking turns with the computer. The staff are calm and consistent in their approach and support the children, offering age-appropriate explanations to help them learn right from wrong. They treat children with kindness and respect, providing very good role models for them to follow.

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	2

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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