

# Rotunda Nursery

Inspection report for early years provision

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**Inspector** Mary Wignall

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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*.

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

Rotunda Nursery has been registered since 2001 and is operated by a charitable organisation. It is based in the Rotunda Centre in the Everton area of Liverpool. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They are registered to care for a maximum of 10 children under eight years at any one time. There are currently 16 children on roll all in the early years. The nursery operates a variety of sessions during term time only. There is an enclosed outdoor play area. There is a staff team of three and arrangements for additional staff as required. The staff hold the following relevant qualifications, one at Level 4 and one at level 3. The nursery is accessed by a short flight of steps or a lift. The outdoor play area is accessed by a short flight of steps from the main play room.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children play and learn in a stimulating and welcoming environment. Well-established planning procedures ensure each child makes steady progress in their learning. Good quality staff interaction with children results in children feeling safe and being fully engaged in activities. Policies and procedures are generally effective to ensure children's well-being. Partnerships with parents and other agencies are effective to ensure each child's individual needs are fully supported. Self-evaluation procedures involve parents, give an accurate analysis of the nursery's strengths and weaknesses and drive continuous improvements.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure there are at least two adults on duty at any time when children are present (Suitable people). 27/03/2012

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

- support children's use of equipment involving ICT, such as computers.

## The effectiveness of leadership and management of the early years provision

The nursery has a clear commitment to safeguarding children in partnership with parents. Policies and procedures about safeguarding behaviour management and confidentiality are shared with parents to help ensure children's safety and protection. Clear recruitment procedures ensure all staff are suitably vetted and appropriate records held to demonstrate their suitability to work with children.

Staff have a clear understanding of safeguarding issues, including, the need to refer any concerns to appropriate local safeguarding agencies. Close liaison with local nurseries ensures some good contingency arrangements for staff absences, although contingency arrangements are not always effectively in place to ensure two members of staff are on duty before the session opens. This is a breach of requirements. Staff regularly conduct risk assessments both on the premises and on outings to ensure children's safety. Self-evaluation is regularly undertaken and includes the views of staff, parents and children. It has clearly driven improvements, such as, the quality of resources and making the indoor and outdoor environment more attractive and appealing to children.

A number of clear strategies help keep parents well informed about their children's achievements and development. Full information is obtained at the beginning of each placement about each child's individual needs. A 'home link' book gives parents opportunities to share ongoing information to ensure staff have current information about their children's experiences and achievements at home. Highly positive relationships result in parents entering comfortably, chatting easily to staff and children settling in quickly. The nursery works with local schools to ensure smooth transitions for children. The nursery has a clear commitment to promote equality. All children benefit from the nursery's planning and partnership procedures. This includes, children attending infrequently or irregularly in the nursery's crche service, ensuring play and learning is tailored to each child's individual needs.

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

Staff build good relationships in the nursery creating a positive play and learning environment. Children are pleased to see other children. They remember each other's names and are keen to join in activities. Children run to greet staff as they arrive and chat eagerly to them about what they are doing. Children develop a sense of belonging, as they see displays of photographs of themselves in different areas of the nursery. Staff plan to observe children's learning and development daily and use the information to plan fun and stimulating activities for them. Information about children's achievements is shared well with parents in learning journeys, daily feedback and 'home link' books. This involves parents fully in their child's learning and development and ensures staff have a good knowledge of each child. On the whole staff support children in making choices about their play, including, if they want to play indoors or outside. Consequently, children are active and motivated to learn.

Children learn useful skills for the future as they play. They use a range of resources to solve problems. For instance, children play with wooden fruit and knives. They hold and turn the fruits to work out how they can use the toy knife to slice it. They show good concentration and dexterity, as they work it out for themselves. Staff consistently use mathematical language, as they talk to children extending their understanding. When doing jigsaw puzzles staff model good learning skills as they talk about the position of the pictures. This helps children to work out how to piece the puzzle together. Staff use their good knowledge of the

children to involve them in conversations. This gives children good opportunities to practice and develop their communication skills. Children sit together with staff in cosy areas enjoying looking and talking about books together. Children show good independence skills, as they go to low level tables and make marks with glue sticks, as they develop their own artistic creations. Children learn about technology, as they play with a range of technological toys. However, children's access to use the computer is at times limited. Children choose to play out in the fresh air. They play actively on wheeled toys or digging soil looking for 'snakes'. Children delight as they find a small shell. Staff extend their fun suggesting they rinse it under the outdoor tap. Children and staff talk eagerly about the strawberries they grew. Children are provided with healthy snacks and learn good self-care skills as they pour their own drinks from small jugs. Meal times are relaxed social events with staff and children talking about their lives and interests. Children learn to share responsibility, as they take their empty dishes to the bowl for washing. They show a good understanding of safety. For instance, they leave the safety cover on the scissors until they have sat at the table. Children enjoy the homely atmosphere and are well behaved.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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