

# Roundstone Nursery School

17 Polebarn Road, TROWBRIDGE, Wiltshire, BA14 7EG

## Inspection date

Previous inspection date

18/02/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

|  |   |
|--|---|
| How well the early years provision meets the needs of the range of children who attend | 2 |
| The contribution of the early years provision to the well-being of children            | 2 |
| The effectiveness of the leadership and management of the early years provision        | 2 |

## The quality and standards of the early years provision

### This provision is good

- Children settle quickly in the nursery as they feel secure with the familiar and friendly staff, who understand their individual needs well.
- Children are very polite and well behaved. They have a secure understanding of the consistent boundaries and expectations which help to keep them safe and to build strong relationships with others.
- Staff are clear about their individual roles and responsibilities with regards to safeguarding and keeping children safe to promote the welfare of children.
- Staff make effective use of open-ended questions, to encourage children to think critically and problem solve as they play.

### It is not yet outstanding because

- Staff have made some links with other settings that children attend, but this does not always include the sharing of detailed information about children's learning and development to promote consistency.
- Staff do not always make effective use of numerals to encourage children to recognise them and make more use of numbers in their play.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector held meetings at appropriate times with the manager.
- The inspector looked at children's assessment records, planning documents and sampled welfare records.
- The inspector checked evidence of staff suitability and qualifications of practitioners working with children.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and engaged in discussions with staff.

## Inspector

Samantha Powis

## Full Report

### Information about the setting

Roundstone Nursery School is a privately owned nursery registered in 2012. The nursery operates from three rooms on the ground floor of non-domestic premises in Trowbridge, Wiltshire. Children have access to an enclosed outdoor play area.

The nursery is open each weekday from 9am to 4pm term time only. The nursery is

registered on the Early Years Register. There are currently 17 children on roll. The nursery is registered to receive government funding for free nursery education for children aged three and four years. They support children who have special educational needs and/or disabilities. There are two members of staff including the owner/manager. The manager holds qualified teacher status and the staff member holds a level 3 qualification in childcare.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- extend further the links with other settings which children also attend to offer more consistency when supporting children's learning and development
- display numerals in meaningful contexts to help children recognise and use numbers more in their independent play.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children settle quickly in the welcoming nursery. They are curious and keen to learn. The positive interaction of staff, who challenge children through effective use of open ended questioning, means that children's learning is supported well. Activities link to children's interests and preferences and support their individual learning needs successfully. This means children are making good progress and prepared well for the next stage in their learning. Staff carry out regular observations of children as they play and make good use of this information to identify where children are at in their learning and to monitor their progress. The planning of future activities uses this information to ensure that children receive support and challenge in taking the next step.

Parents are included in children's learning through regular discussions with staff and opportunities to review their own child's 'learning journey'. Parents are encouraged to contribute towards planning for children's development by recording 'wow' statements of progress children have made at home. Parents are able to attend workshops, which provide them with information about aspects of children's learning, such as language development and the use of phonics. This increases parents' own knowledge, helping them to support their child's learning at home. Staff are developing systems to complete two-year-old progress checks when these are necessary.

Children's communication and language skills are supported well. They speak confidently about events in their own lives and learn to listen to others as they participate in conversations. They use language in role play, recreating familiar events and using their imaginations to make up their own story lines. Children are learning about shape and measure through their activities. They estimate and compare the weights of different toys, using mathematical language such as 'heavier' and 'lighter' with confidence. They enjoy a guessing game to help them learn about two-dimensional shapes. They call out 'rectangle' as the member of staff identifies that the shape has four corners, two long sides and two short sides. This demonstrates their ability to listen well, to understand spoken language as well as their increasing awareness of shapes. Displays around the nursery include some numerals, but they are not always available to encourage children to use them in their play to further increase their understanding. Children develop a love of books. They enjoy sitting in the cosy book area selecting a favourite book to look at by themselves. They participate eagerly in group story times. They listen with interest to the story about a caterpillar, making their own suggestions as to why the caterpillar has tummy ache. Written signs around the nursery actively encourage children to recognise that print carries meaning. Children's names, and alphabet and word posters are positioned at a low level to encourage children to start to recognise letters which have a personal significance to them. Children are encouraged to engage in mark making. They sit at the well resourced writing table, select a notebook and pencil and pretend to make a shopping list. Outside, they use brushes and water on the concrete to make marks, linking these to letters and numbers that are familiar to them.

### **The contribution of the early years provision to the well-being of children**

Children are settled and secure and develop strong bonds with their key person. Good settling-in arrangements mean children are able to separate from parents or carers confidently. Children become increasingly independent in their personal care needs. For example, children take note of pictures in the bathroom that remind them to wash their hands. Children develop good friendships as they learn to be understanding and respectful of each other. They politely ask if they can join in with another child's game, and learn to listen to each other during group times. Staff are consistent in their expectations with regards to children's behaviour. Due to this, children learn to share, take turns and consider the needs of others. Boundaries also encourage children to learn how to keep themselves safe as they play. For example, before going outside staff remind them about the possible hazards and how to avoid them. Children receive lots of praise and encouragement, which makes them feel proud of their achievements. Displays of their creative work and photographs throughout the nursery, give children a strong sense of belonging and satisfaction. Through playing with resources that positively reflect differences, they learn to respect and value diversity and consider the needs of individuals. Children make good use of a pictorial time line. This supports children with less confident communication skills in expressing their needs and feeling secure and included.

Staff are vigilant about safety. Risk assessments are completed and safety is monitored throughout the session. Staff make good use of written records and documents to support children's safety. For example, regular reviews of the accident record help staff to identify

and address any recurring issues, avoiding similar accidents from occurring in the future. Positive practices and a well-maintained environment support the children's health well. Children take part in topics and activities that support them choose healthy food options. For example, as they read the story about a caterpillar, they try to identify the foods that he eats which are healthy and those which are not.

Indoor and outdoor play areas are used well to support children's learning and benefit children's health. Children explore all areas confidently, accessing toys of their choice from the wide range available. There are easily accessible toilet facilities, which enable children to become increasingly independent. Children can access the outdoor play area freely throughout the day. They use the wheeled toys with increasing control and balance and learn to work as a team as they use the three-seated tricycle.

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

The small staff team work well together and have a secure understanding of their responsibilities in meeting the Early Years Foundation Stage requirements for both learning and development and welfare. New staff members follow thorough induction procedures and receive ongoing supervision to ensure they understand their individual roles and responsibilities well. Regular reviews and updates to policies and procedures reflect changes in requirements and support practice. All staff and parents receive the updated information to ensure they are clear. Staff are encouraged to further their own skills through attending training and workshops. New information is cascaded through staff meetings to ensure staff are consistent in their approach. This helps children to feel secure and settled.

Recruitment and vetting procedures are thorough and detailed to confirm the suitability of staff working with the children. Documents such as a record of visitors and details of any existing injuries help to support children's ongoing safety. Staff have a confident awareness of safeguarding procedures. They have all attended training and understand their responsibilities in identifying and taking action with regards to any child protection concerns. This means that staff are well-equipped to manage any safeguarding issues effectively to promote children's welfare.

The management regularly evaluate all aspects of the provision to identify areas for improvement. They also seek the advice and support of other early years professionals and take on board recommendations to improve practice. They are part of the Wiltshire quality improvement scheme, and attend regular cluster meetings and workshops. Questionnaires for parents encourage them to share their views about aspects of the nursery and the service provided. Regular evaluations of the educational programmes help to ensure that that children access a broad curriculum that supports their development. This demonstrates the management's commitment to continuous improvement.

The nursery builds strong partnerships with parents. Staff are welcoming and are always on hand to chat to parents and reassure them of their child's well-being. Newsletters and

notice boards keep parents well informed about forthcoming activities and events, helping them to feel fully included. The nursery establishes links with other settings that children attend. However, the information shared about children's learning and development does not effectively promote consistency for the children.

## What inspection judgements mean

### Registered early years provision

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.   |
| Grade 2 | Good         | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.   |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.   |
| Grade 4 | Inadequate   | Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met     |              | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.  |
| Not Met |              | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.  |

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY450705                 |
| <b>Local authority</b>             | Wiltshire                |
| <b>Inspection number</b>           | 811809                   |
| <b>Type of provision</b>           | Full-time provision      |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 2 - 5                    |
| <b>Total number of places</b>      | 16                       |
| <b>Number of children on roll</b>  | 17                       |
| <b>Name of provider</b>            | Cindy Jayne Kennedy      |
| <b>Date of previous inspection</b> | Not applicable           |
| <b>Telephone number</b>            | 01225 752487             |

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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