

Merry Go Round @ Green Croft

Green Croft Children's Centre, Green Croft, HEREFORD, HR2 7NT

Inspection date

Previous inspection date

13/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The provider and staff skilfully combine the ethos of Reggio Emilia with the learning and development requirements to provide all children with exceptional learning experiences. They confidently assess children's interests, abilities and next steps, and expertly match these to rewarding activities and resources which help children to make excellent progress.
- Babies and children thrive and thoroughly enjoy being at nursery. They are inspired to learn and to do well by the highly skilled and motivated provider and staff. A stimulating environment where children's ideas and interests are given priority encourages each child to be confident, imaginative and resourceful.
- Very positive and effective relationships with parents, the school, children's centre and other agencies ensure children's needs are clearly understood and exceptionally well met. Vulnerable children are fully and consistently safeguarded, and every child and his or her family is well prepared for the next stage in their learning, including starting school.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 five indoor play areas and the outside learning environment.
- The inspector held meetings with the provider and talked to room supervisors, key persons and children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector read and discussed the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and spoke to senior staff from the children's centre.

Inspector

Rachel Wyatt

Full Report

Information about the setting

Merry Go Round @ Green Croft re-registered as a privately owned nursery in 2012 on the Early Years Register. It is one of two nurseries owned by the provider and is located in a mobile classroom and a designated area of the Green Croft Children's Centre in the South Wye area of Hereford. The nursery serves the local area and is accessible to all children. It has strong links with the adjacent school and the children's centre. There are fully enclosed areas available for outdoor play.

The nursery employs 17 members of childcare staff, including the provider and deputy manager, who work at both nurseries. All staff hold appropriate early years qualifications to at least level 2 or 3, including the provider and a colleague who have Early Years Professional Status and the deputy manager, who has an early years foundation degree. Two members of staff are working towards level 3 qualifications. The nursery also employs an administrator.

The nursery opens Monday to Friday for 50 weeks of the year. It is closed for Bank Holidays, a week at Christmas and at Easter and for two staff training days. Sessions are from 8am until 5pm. Children attend for a variety of sessions. There are currently 131 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- enrich two- and three-year-old children's learning by further developing the layout and organisation of their outdoor learning area.

Inspection judgements

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

Babies and children have a wonderful time at the nursery. They are eager to learn and are enthusiastic and focused during rewarding discussions and exciting activities and experiences. Staff positively interact with every baby and child, and carefully and consistently observe how they are playing and learning. In addition, their very effective information sharing with parents and other providers and professionals working with some children ensures they have an in-depth knowledge of each child's characteristics, skills and interests. Rigorous assessment ensures each child's starting points, development and next

steps are precisely identified and clearly understood by staff. They accurately plan rich, varied activities and resources which help children to move forward in their learning in all areas and, overall, to make excellent progress in relation to their starting points.

Provision for children with special educational needs and/or disabilities or those who speak English as an additional language is exemplary. Key persons work closely with families and other professionals, such as family support workers, the children's centre teacher and speech and language therapists, to ensure children's additional needs are precisely assessed and activities, resources and teaching are adapted to cater for these. This includes the nursery's very effective educational programme for two-year-olds, including those in funded places, and the use of specific strategies to address children's communication difficulties.

Babies and children are very well prepared for the next stage in their learning. From an early age, staff encourage and motivate them to enjoy learning. The strong emphasis on promoting their ideas and interests gives children the confidence to be creative, inquisitive and resourceful. For example, three- and four-year-olds have responded enthusiastically to the latest project focusing on their interest in dinosaurs. They have collected and imaginatively used a range of natural, construction and craft materials to make places for dinosaurs to live, such as an 'island' and various 'caves'. A large piece of physical and role play equipment has been draped in camouflage netting and converted into the home for a large model Tyrannosaurus Rex donated by a child's family. During discussions, the staff inform and enthuse the children, who knowledgeably describe the habits, diet and characteristics of a range of plant and meat eating dinosaurs. Children are captivated by the large dinosaur egg they find in a big nest and which they regularly check to see if anything changes. On the day of the inspection, the discovery of a long open crack in the egg prompts much speculation about where the baby dinosaur might be, including the possibility he or she could be 'at the shops'. Children and staff then embark on a concerted search in the garden for food for the baby. All children are busy and animated as they cut grass, dig soil, find leaves and talk about the reasons for their choices.

Babies and children are very effectively supported to develop their speaking and listening. For instance, babies and young toddlers are captivated by a well-told popular story. All staff sit with them to help them to concentrate and then to join in. The room supervisor uses props to bring the story alive, which the children then enjoy using while the staff help them to recall and act out aspects of the story. Throughout the nursery there is a consistent buzz of conversation as staff and children socialise and talk about what they are making or have been doing. During group discussions, such as 'chatterbox' sessions or individual conversations, staff expertly encourage children to use new words and language to recall or describe or for thinking. They carefully monitor children's listening skills, speech and language and levels of understanding. Their precise assessments and very good links with other professionals ensure children who have speech and language delay, or who speak English as an additional language, have very good support and make significant improvements. Staff from the nursery and adjacent primary school have also successfully implemented effective teaching of phonics so that by the time children move on to school, they eagerly and skilfully recognise and use a range of letters and sounds.

Babies and children are physically confident and competent. They all relish being active

and being outside. Babies have their own garden area where they build up confidence in moving and balancing, as well as taking part in creative, sensory and discovery play. They also use the more challenging equipment in the nursery's other outside areas. Here all children become increasingly confident and coordinated as they use structures and obstacle courses they make from equipment, such as crates, tyres, planks and various construction toys. Two- and three-year-olds have recently moved to their own classroom. The provider and staff are developing their outdoor learning area because it is not yet as stimulating as the other spaces. However, two- and three-year-olds relish being active and confidently use wheeled toys and climbing and balancing equipment here and in the nursery's other outside areas.

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

Babies and children feel valued and have a real sense of belonging. They are delighted that their ideas and interests are welcomed by staff who are as eager as they are to join in and have fun. As a result, there is a real buzz of energy and purpose throughout the nursery. Staff are also sensitive and skilled at helping each child to form secure emotional attachments, and they prioritise forming trusting relationships with every child's parents and carers. For example, key persons work closely with parents and other colleagues to organise tailored settling-in programmes for children who are new or who are moving to another part of the nursery. Children who are going to school are also very well prepared emotionally for this next step. They and their families have opportunities to meet teachers at the nursery, as well as visiting their new school. Often a child's key person will go on school visits, and additional visits are arranged if needed. Staff organise activities and displays focusing on different aspects of school life and routines to help children to become familiar with their new situations and surroundings. Parents are encouraged to follow up activities at home, including reading the books their children borrow from nursery.

Children become increasingly confident and independent in managing their personal care and coping in different social situations. Key persons and parents successfully work together to help children to become independent and confident about managing their personal hygiene and toileting. Staff plan regular opportunities for babies and children to interact and socialise with their peers, for example, at snack and meal times and during circle time discussions. Children are welcoming and kind. They greet each other as they sing their welcome song at the start of a session and like to help staff, for instance, by putting away books and toys. Staff ensure children know what is happening next and what is expected of them, so that they are reassured and behave well. Key aspects of positive behaviour are consistently and effectively reinforced so that children wait their turn, share, sit still and listen to each other.

Children also develop a sound understanding of how to look after their own and others' good health and to keep themselves safe. For example, they often talk about the importance of eating good food and drinking plenty of water. They grow fruit and vegetables in the nursery allotment and make healthy choices about what to eat and drink during snack and meal times. Children are energetic and physically competent and also show they know how to safely use equipment and tools. Therefore, when pretending to be

dinosaurs jumping off a mound in the garden, the member of staff and each child carefully look around and check if it is safe before they jump. During their very rewarding and well-managed construction play and woodwork activities, children check for hazards and wear protective gear.

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

The provider and deputy manager are inspirational. They are dedicated to providing high quality nursery provision which fully meets children's and families' needs. They skilfully promote the ethos and practice of Reggio Emilia while ensuring they fully meet the requirements of the Statutory Framework for the Early Years Foundation Stage. They are very ably supported by equally dedicated, capable and enthusiastic staff. Strong leadership, high quality professional development and access to comprehensive procedures all contribute to the staff having an excellent understanding of how to fully promote children's welfare, learning and development. Everyone makes an exceptional contribution to ensuring babies and children are fully protected from harm, are nurtured and are empowered to become confident, highly motivated and skilled.

The pursuit of excellence is supported by highly effective monitoring and evaluation. The provider, deputy manager and staff consistently and accurately review the impact of the educational programme and resources on children's learning and development. They rigorously track and monitor each child's progress while they are at nursery so that any gaps in individual learning or the curriculum are promptly identified and addressed. This information is also invaluable to parents and the schools children move on to. The nursery curriculum is also adapted to take account of local learning priorities, such as focusing on letters and sounds and encouraging children to make marks. These are identified from tracking nursery children's progress to the end of the Early Years Foundation Stage and from the provider's regular meetings with local early years teachers. Children's views and parents' comments about their child's interests at home are also an important influence on the planning and development of the nursery's curriculum at any given time.

Strong partnerships with parents, carers and other agencies contribute significantly to the staff's success in ensuring each child reaches his or her full potential. These partnerships are also a vital part of the nursery's rigorous safeguarding arrangements. The provider and staff fully understand their responsibilities to protect children from harm. They follow robust procedures to ensure children are kept safe and so they know who may collect them or have access to them. They act promptly and appropriately to address any concerns about a child's welfare and are professional and thorough in their work with families and other agencies, including social care.

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 action. 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

Unique reference number	EY453861
Local authority	Herefordshire
Inspection number	885428
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	70
Number of children on roll	131
Name of provider	Merry-Go-Round Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	01432352016

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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, which are usually the childminder's 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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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