

# Merry Go Round @ Our Lady's

Our Lady's RC Primary School, Boycott Road, HEREFORD, HR2 7RN

## Inspection date

Previous inspection date

18/03/2013

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

- Children make excellent progress in relation to their starting points. Highly effective observation, assessment and planning, and inspirational teaching ensures every child is offered a rich and rewarding educational programme which is tailored to fully promote his or her individual needs.
- Children are very creative, confident and resourceful. They relish the involvement of enthusiastic staff in their activities, and are consistently inspired to express their ideas. They develop their interests and tackle new experiences in the nursery's most inviting and stimulating surroundings.
- Highly effective partnerships with parents and others make a significant contribution to the nursery's success in ensuring children make excellent progress. Children are completely ready for school and have well-matched tailored support if they have special educational needs and/or a disability, speak English as an additional language or are at risk of harm.

## 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 two play rooms and the outside learning environment.
- The inspector held meetings with the provider, the deputy manager and supervisor of the nursery.
- The inspector spoke to key persons and the 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 looked at 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.

## Inspector

Rachel Wyatt

## Full Report

### Information about the setting

Merry Go Round @ Our Lady's was registered by its current owner as a privately owned nursery in 2012. The nursery is registered on the Early Years Register. It is one of two nurseries owned by the provider and is located in a mobile classroom in the grounds of Our Lady's Roman Catholic Primary School in the South Wye area of Hereford. The nursery serves the local area and is accessible to all children. It has close links with local schools and a nearby children's centre. There is a fully enclosed area available for outdoor play.

The nursery employs 10 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 3, including the provider who has Early Years Professional Status and the deputy manager who has an Early Years Foundation Degree. 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 56 children attending who are aged from two to five years. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of 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:

- improve arrangements for informal information-sharing with parents who collect or drop off their children at lunch time.

### Inspection judgements

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

Children are exceptionally well prepared for the next stage in their learning. They are helped by highly skilled and enthusiastic staff to be confident, articulate and expressive. They become highly motivated to learn and achieve. Staff successfully engage with and enthuse children because they make sure that their ideas and interests are very much part of the wonderful activities and resources provided for them. Children also make excellent progress in their learning and development because the staff precisely assess their starting points and accurately match activities, resources and their teaching to help each child

make significant improvements. This includes working very successfully with parents and many other agencies to provide targeted support and strategies. This enables children with special educational needs and/or disabilities, and those who speak English as an additional language to make the best possible progress.

Children thrive in a vibrant atmosphere. Indoor and outside areas are exciting and very well equipped so that children have a wealth of toys, equipment and natural and recycled materials to stimulate their ideas and imagination. In all they do they are encouraged and supported by inspirational staff. Everyone spends a lot of time outdoors, relishing the exceptional variety of exciting things to do and discover. For instance, in the potting shed a group of younger children and a member of staff were making a clay crocodile with 'very sharp teeth'. The deputy manager and children carefully investigated pieces of ice a child found in the troughs containing pebbles and water. There were spirited discussions as they talked about what the ice shapes reminded them of. Meanwhile, another member of staff and several children were busily involved in sustained role play featuring aspects of their current topic about journeys. They travelled to France and then on to India on a ship made from crates and planks. New 'travellers' were carefully scrutinised and observed through a cardboard telescope. Children found different items for 'food' for the journey and there was much excitement each time various items of 'treasure' were brought on board, accurately counted and carefully guarded in a 'money box'. Other children and adults enjoyed exploring sand. The interest and sensitive support of a member of staff encouraged a child who usually speaks in her home language to talk animatedly and clearly in English. She described what she was making and with another child eagerly and accurately counted their increasing number of sand shapes. Children also relish physical challenges outdoors, such as using the tyre swing and climbing up, over and through various structures and apparatus.

The nursery's provision for children with special educational needs and/or disabilities and children who speak English as an additional language is exemplary. Staff do their very best to engage with parents and carers in order to use the most appropriate strategies to help children with developmental delay to make the best possible progress. They work closely with specialist teachers, portage workers and a local assessment centre to skilfully adapt plans for each child. Priority is given to helping all children to be skilled communicators. Throughout the day, staff adeptly foster children's attentive listening, their conversations and their confidence in speaking in different situations. Circle times, such as 'chatterbox' time, are very well managed to enable children to talk about what they have been doing or to take part in lively discussions. In their circle time, three- and four-year-olds eagerly talked about a favourite pirate puppet's planned trip to India. They made suggestions about what he might take with him and what he might see, such as elephants and tigers. The member of staff leading the discussion used interesting and relevant visual aids to stimulate and extend children's vocabulary as well as descriptions about the location and features of the country.

Strong relationships with parents and carers really help staff to get to know children's interests and abilities and to make sure these are reflected in activities and experiences. Information from parents helps key persons to accurately assess children's starting points and parents have regular comprehensive feedback about their children's development and achievements. For example, parents of all two-year-olds receive accurate progress checks

in line with the requirements for two-year-old funding and the Statutory Framework for the Early Years Foundation Stage. Parents really appreciate being able to look at and discuss their children's learning journeys at any time, and feel their children are progressing very well. For instance, a parent stated that since starting nursery their child 'has come on in leaps and bounds'. The provider and key persons also give clear assessments and progress reports at regular review meetings with parents and other agencies regarding the provision for vulnerable children and those with special educational needs and/or disabilities. Parents appreciate being able to share their child's interests at home with staff and are encouraged to follow up their children's learning at home, for instance by reading stories from the nursery's book-loan scheme. Parents welcome informal daily discussions with staff about their child's day when they bring or collect their children. At the start of the morning session and in the late afternoon they are able to spend time in the nursery seeing what their children have been doing and to talk to staff. During lunch-time collections and drop offs, a member of staff always welcomes parents and carers, but there is less scope for parents to have a more in depth handover at that time.

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

Children settle very well and have a strong sense of belonging. They are immediately captivated by the very inviting and stimulating nursery environment, where they can readily see and help themselves to a wealth of really interesting resources. Staff are also very approachable and welcoming, sensitively developing trusting relationships with children and their families. They make sure they get to know children really well from the time they start so they can fully reflect their interests, characteristics and backgrounds in activities and routines. Parents are encouraged to collate their child's 'All about me' record, to which staff and children refer, helping new children to settle quickly. Priority is given to empowering children to express and follow up their ideas which really develop their creativity and confidence. They and their families are consistently encouraged to tell staff about their interests, and the adults carefully observe children's play and learning to see which activities or resources inspire and excite them. All this information is promptly followed up by staff as they plan and organise sessions, and they are also skilled at immediately responding to and extending children's spontaneous learning. Children appreciate that they are listened to and that their ideas are enthusiastically received by staff, which gives them the confidence to express their opinions and make suggestions. For instance, they asked for the tyre swing, which is a popular addition to the more challenging physical play equipment in the garden. The countries to be 'visited' during their current project about journeys were all suggested by the children.

Children are emotionally well prepared for the next stage in their learning, including going to school. They readily adapt to moves within the nursery because two-year-olds spend much of their time learning and playing together with all the staff and older children. Staff work with parents and carers to really focus on helping children to be independent and socially confident in readiness for starting school. In addition, the provider and staff are creative and tireless in their efforts to familiarise children as much as possible about life at school. They arrange for children and their families to meet their teachers at the nursery, in addition to the visits they make to their new schools. They organise activities which help

children to learn more about school life and routines as well as consolidating their skills in all areas of learning. Staff organise displays of photographs and visual information about each child's school. If a child attends another setting, key persons aim to provide consistency and continuity by exchanging information with the other provider about the child's care, learning and development. The key person records this in a special communications book which parents are encouraged to pass on to the other setting.

Children develop positive relationships with each other. They behave well and clearly understand and follow expectations. These include sitting still, listening carefully to each other and taking turns in speaking. They play cooperatively and are often receptive about and tolerant towards those children who are younger or who have a special need or a disability. Staff support and encourage children to assess risks and to safely use equipment and handle tools. For example, one child decided not to tackle the steeper slope to the climbing apparatus because he felt the surface was too slippery, but another child checked it out and confidently used the rope to safely pull himself up. Children also confidently manage different aspects of their health and self-care. They all relish being outside and spend as much time as possible in the outdoor learning area. They are increasingly independent in getting dressed for being outdoors or to put on aprons and overalls which they wear during creative activities. Staff work effectively with parents and children to help them become confident and reliable about toileting and managing their good personal hygiene. They are increasingly aware of the importance of good nutrition and about making healthy choices about what they eat and drink.

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

The provider and the deputy manager are highly motivated and innovative in their pursuit of excellence and their aim to offer a high quality nursery provision which fully meets the needs of all the children and families who attend. They expertly and enthusiastically combine the ethos of Reggio Emilia with fully meeting the requirements of the Early Years Foundation Stage. They and their equally enthusiastic and very capable staff team have created a most vibrant and exciting environment for children's learning and care. They expertly work together to ensure every child's needs and interests are fully understood and followed through. Their partnership working with parents and carers, schools and many other agencies are exemplary and significantly impact on their success in ensuring every child makes the best possible progress. These also ensure children are well prepared for the next stage in their learning, are very well cared for, and fully protected from harm.

Leaders and staff rigorously and accurately monitor and evaluate all aspects of the nursery and the impact of the provision on children's development, welfare, health and safety. High quality professional development and support for all staff ensure they are very knowledgeable and skilled. They meet regularly to review the educational programme and each child's progress. Their rigorous tracking of children's development throughout the Early Years Foundation Stage and their assessment of the impact of other services they have accessed highlight any inconsistencies in achievement or gaps in the educational programme. Regular meetings with the local children's centre teacher and other early years teachers at different schools enable the provider and staff to identify any other

aspects of children's learning which need closer attention at nursery. These have resulted in staff adapting their teaching, resources and support for children to include a much sharper focus on communication skills, including the teaching of phonics, and on promoting their emergent writing. Provision for children's health and safety are also carefully evaluated. Staff carefully check that all areas are safe and secure, and toys and equipment are well maintained. Individual risk assessments are also used very effectively to help staff minimise risks to certain children, for example because of their health or special needs or access arrangements.

Safeguarding arrangements are exceptional. The provider is highly effective and professional in her role as the nursery's safeguarding lead. All staff have an excellent understanding of the nursery's robust safeguarding procedures and of their role to protect children from harm. They are highly effective in engaging with vulnerable families and in working with other professionals, such as social care, health visitors and family support workers, to promptly implement and consistently monitor agreed strategies for supporting vulnerable children. The staff's flexible approach and sensitive encouragement empowers parents to be more confident about promoting their children's health and safety and to be more involved in their learning.

## 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

<b>Unique reference number</b>	EY453854
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	885427
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Merry-Go-Round Day Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01432342449

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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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