

The Roundabout Nursery

Main Road, Kesgrave, IPSWICH, IP5 1AA

Inspection date	11/07/2013
Previous inspection date	21/02/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are sensitively settled into the nursery and are happy and secure. Their progress between rooms within the nursery, and onto school, is well managed to ensure smooth transitions for the children.
- The leadership of the nursery has a strong commitment to improve practice. All staff, and parents, are involved in self-evaluation to help identify areas for development.
- Positive and trusting partnerships are established with parents. Open and regular communication, between parents and staff, helps to support and meet children's individual needs.

It is not yet good because

- The nursery's safeguarding policy does not include procedures for the use of mobile phones and cameras to ensure parents are clearly informed about their use.
- Knowledge and understanding of how to apply the requirements of the Early Years Foundation Stage, is variable between different staff, resulting in some children not receiving sufficiently challenging or interesting activities matched to their stage of development.
- Monitoring staff's practice is not sufficiently rigorous. As a result, areas where staff require additional support or training are not always identified and addressed.
- The outdoor area is not sufficiently utilised or resourced to offer a stimulating and challenging environment across all the areas of learning.

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 indoor and outdoor areas and interacted with the children during the inspection.
- The inspector spoke with the staff at appropriate times throughout the inspection and discussed activities with them.
- The inspector had a discussion with the nursery manager and undertook a joint observation with her.
- The inspector looked at children's learning journal development records, planning documentation, the nursery's self-evaluation form and a selection of policies and children's records.
- The inspector checked evidence of suitability and qualifications of the staff.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Hazel Meadows

Full Report

Information about the setting

The Roundabout Nursery is a family run business which was established in 2005 and re-opened in 2011 as a limited company. It is registered on the Early Years Register. It operates from a single-storey building in the grounds of All Saints Church in Kesgrave, Suffolk. The nursery serves the local and wider area and is accessible to all children. There is a fully enclosed area available for outdoor play. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications from level 2 to level 4.

The nursery opens Monday to Friday, from 7.45am until 6pm, for 51 weeks of the year. Children attend for a variety of sessions. There are currently 45 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the safeguarding policy covers the use of mobile phones and cameras in the setting, to ensure all staff and parents are clearly informed of the nursery procedures
- ensure each key person has sufficient knowledge, understanding and skills to plan challenging and enjoyable experiences tailored to each individual child's needs, interests and stage of development
- plan activities and use resources to provide children with sufficient ongoing challenge and interest, particularly for older or more able children, and adjust the balance of adult led activities to respond to children's emerging needs and stage of development.

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

- improve the rigor of monitoring staff's understanding of how to apply the requirements of the Early Years Foundation stage in practice with individual children, to ensure each child's particular needs are known and fully met
- implement plans to improve play and learning experiences in the outdoor area to offer a more engaging and challenging environment across all the areas of learning and improve the use of the garden to enable children to choose their preferred learning environment.

Inspection judgements

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

Staff establish children's starting points through discussion with parents and their own observations. Observations are recorded in learning journal development records and mostly used to identify any next steps in a child's development, inform planning and track children's progress. However, the quality and effective use of these is somewhat variable between staff, resulting in uneven planning and support for some children. Parents receive information about the Early Years Foundation Stage and learning journals are available at any time. Two parent evenings per year enable parents to discuss their child's progress in more detail with the key person. The nursery encourages parents to contribute regarding their children's learning and development at home, both verbally and via a 'wow' board in the foyer which is available for parents' comments about their children's achievements.

The majority of staff have a clear and thorough understanding of the learning and development requirements and how to plan and provide for individual children's ongoing progress. For example, one member of staff has recently become the key person for an older child. She has swiftly and accurately identified the child's level of capability and enthusiastically and effectively uses guidance documents to plan appropriate activities to challenge, inspire and engage them, to promote their ongoing learning. For example, she raised the child's awareness of rhyming words through a fun game and organised a bug hunt using a check list, to encourage them to write with a purpose and explore the world around them. Another key person is able to clearly demonstrate her knowledge of one of the babies and outlines plans to promote their ongoing progress and skills, through purposeful activities appropriate to their stage of development. However, staff's knowledge and understanding is somewhat variable. A minority of staff are less clear of their key children's current abilities and emerging skills and have very limited plans for their future learning and development. This results in some children not being offered sufficient support, challenge and learning experiences matched to their individual needs.

Children's communication and language skills are mostly well-promoted. Staff speak freely with the children and are attentive to their conversations or babies attempts at communication. Some staff enter into, and encourage, some older boys' enthusiastic discussion about superheroes. However, opportunities to build upon this interest and enthusiasm, for example, by channelling their energy into purposeful and challenging activities linked to their imaginary games, are not always utilised. Children learn to recognise their name as they find their name label at snack time or to self-register as they arrive. An appealing selection of books is readily available indoors and outdoors. Staff sit with children, reading to them, fostering their appreciation of books. Children manage well as they use scissors to cut out shapes and competently fit bricks and tracks together, developing their physical and problem solving skills. A variety of crafts and creative media are offered and examples of children's artwork adorn the walls. Babies and toddler are curious and engaged as they help to mix ingredients for buns or explore a basket of natural items. Children are becoming considerate of their peers and keenly volunteer to hand out desserts at lunchtime. Some older children are forming close friendships and know one another's names as they enthusiastically introduce each other to a visitor. Overall, children are making satisfactory progress and acquiring skills to support them in the next steps in their learning.

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

Children are introduced sensitively into the nursery and the majority settle well. Each child is allocated a key person to support them and liaise with their parents. Induction sessions offer an opportunity for the key person, parent and child to get to know one another and to ensure each child's transition from home into the nursery is a smooth and positive experience. Over recent months, there have been several changes of staff at the nursery which have been handled appropriately. As a result, some children have had a change of key person and some parents and children are still adapting and building new relationships.

Parents complete an 'All about me' leaflet about their child and have discussions with their child's key person. This helps staff to understand and meet children's individual needs. Staff are caring and attentive towards the children and the majority of key persons get to know their allocated children well as individuals. Positive bonds are established between babies and their key persons, with frequent exchanges of smiles and warm cuddles. The staff maintain each baby's individual routine and are attentive to their verbal and non-verbal signals, for example, when they are tired or hungry.

Staff are positive role models, treating children with kindness and respect and good manners are encouraged. Children are growing in confidence and independence, therefore, developing skills to support them with future transitions onto school. Children are mostly well behaved and are supported with learning how to manage their own behaviour, for example, waiting their turn and sharing toys. However, sometimes their behaviour deteriorates, and play becomes less purposeful, when they are not offered activities with sufficient challenge and interest, particularly the older and more able children.

Children are keen to come into the well-equipped and inviting nursery environment. Plentiful resources indoors are readily available at low level, enabling children to make their own selections and encouraging their independence. The outdoor area is not always fully utilised and resourced, particularly for older children. However, there are plans to improve the activities and resources available outside. Children's understanding of good hygiene is well promoted and, with some prompting, children are developing positive habits. For example, they know how to dispose of used tissues and older children independently access the toilet and wash their hands afterwards.

Children have regular opportunities for fresh air, daylight and exercise in the outdoor area, promoting their health and physical development. They are well protected from strong sunshine by the efficient use of gazebos, sunscreen and sun hats. Children learn to assess risks and their own capabilities, and how to keep themselves safe, as they climb on the raised tyres. A satisfactory variety of snacks and meals is provided by the nursery and children are encouraged to try a variety of tastes and textures. The menu is currently being reviewed and revised to offer a summer and winter menu, which will include more fresh fruit and vegetables, to ensure children receive a healthy, balanced and nutritious diet. Children's independence is encouraged as they pour their own drinks and water is readily available at all times. Staff are acutely mindful of any dietary needs. They work closely with parents to provide suitable alternatives for meals and for play activities, for example, gluten free flour for the play dough.

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

The leadership and management of the nursery have a strong drive to provide quality care and learning experiences for young children. There is an ongoing process of self-evaluation, including the completion of an Ofsted self-evaluation form, and staff and parent contributions are sought to inform this. Staff have regular supervision meetings

and annual appraisals with monthly reviews. Relationships between the manager, staff and children are secure. Nevertheless, monitoring of individual staff's knowledge and application of the Early Years Foundation Stage, and their planning and assessment, is not sufficiently rigorous or effective. Consequently, weaknesses in practice and knowledge, with some members of staff, have not been identified or addressed through appropriate improvement plans.

All staff understand their responsibility to protect children from harm and appropriate action is taken, if required, to safeguard children. Safeguarding policies and procedures are understood and effectively implemented to protect children in the event of any concerns about their welfare. Staff are aware of and implement the nurseries procedures about the use of mobile phones. However, the nursery safeguarding policy does not include the use of mobile phones and cameras, which is a requirement of the Statutory framework for the Early Years Foundation Stage. As a result of this not being in writing, parents are not clearly informed about their use within the nursery. Appropriate recruitment procedures ensure most staff's suitability for their role. There is a thorough induction and probationary period for new staff, who are supported by a mentor. Risk assessments are rigorous and effective. Staff are well deployed and are vigilant regarding safety and security, enabling children to play freely and safely.

Documentation is well-organised and readily available for inspection. Comprehensive details are gathered about the children and written parental consents are obtained to ensure children are cared for according to their parent's wishes. Positive partnerships are established with parents. Ongoing communication is promoted and parents are encouraged to speak with their child's key person at any time. Staff work with parents, seeking advice and support from other early years professionals if appropriate, to ensure children receive any additional support required at an early stage. Parents' comments are generally positive. They find staff friendly and approachable, although some parents express they are adjusting to the recent changes of key person. Parents are generally happy with the care provided and state that their children have grown in confidence since attending.

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	EY433156
Local authority	Suffolk
Inspection number	924998
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	45
Name of provider	The Roundabout Nursery Ltd
Date of previous inspection	21/02/2012
Telephone number	01473 333 733

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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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