

Merry-Go-Round @ Riverside

RIVERSIDE PRIMARY SCHOOL, Belmont Avenue, HEREFORD, HR2 7JF

Inspection date

Previous inspection date

07/02/2014

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 enjoy a wealth of exciting and innovative experiences which enhance their learning and sustain their interest.
- Rigorous monitoring of children's progress results in clearly identified next steps and early recognition of any possible developmental delay. The staff skilfully follow these up in their precise planning and exemplary teaching, enabling children to make excellent progress in relation to their starting points.
- The implementation of the nursery's rigorous safeguarding procedures ensures very careful monitoring of children's welfare and early intervention if there are any concerns about a child.
- Partnerships with parents and other professionals are excellent. Monitoring and self-evaluation are sharply focused and are effective in maintaining very high standards in children's learning and care.
- There are exceptionally robust procedures in place to ease and support children's transitions, both throughout the nursery when they move between rooms and when they start school.
- There is an extremely supportive management system in place. Staff's input into the nursery is sought and respected, which raises morale and makes them feel valued.

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 within two playrooms and the outside learning environment.
- The inspector held meetings with the owner and deputy manager.
- The inspector looked at documentation, including a selection of policies and procedures and the children's learning records.
- The inspector spoke to staff and children.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Amanda Tompkin

Full report

Information about the setting

Merry-Go-Round at Riverside was registered in 2013 on the Early Years Register. The nursery is situated in purpose built premises on the same site as Riverside Primary School in South City, Hereford. The nursery is one of three run by Merry Go Round Day Nursery Ltd and promotes the ethos of Reggio Emilia. The nursery serves the local area and is accessible to all children. There are enclosed outdoor play areas.

The nursery employs eight members of staff, including the providers, and an administrator. Of these, two members of staff have Early Years Degrees, one member of staff has Early Years Professional Status, two have Early Years Foundation Degrees and the other members of staff have a relevant level 3 qualification. The nursery opens Monday to Friday all year round, closing for two staff training days, bank holidays and for a week at Christmas and Easter. Sessions are from 8am until 5pm. There are currently 24 children on roll. Children attend for a variety of sessions.

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.

What the setting needs to do to improve further

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

- continue to enhance the already excellent outdoor areas to further enrich children's experiences so that they continue to make outstanding progress in their learning.

Inspection judgements

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

Children thoroughly enjoy the time they spend in this friendly and wholly supportive environment. They eagerly participate in the exciting and innovative activities that staff provide for them. This develops their curiosity and helps to make the children enthusiastic learners. Key persons have an in-depth knowledge of children's abilities, needs and interests as a result of their excellent information sharing with parents and rigorous observations and assessments. From these, staff plan accurate and relevant next steps, which fully support children to make excellent progress in line with their starting points and individual capabilities. Staff accurately monitor and track children's progress which ensures any potential development delay is promptly and precisely identified, as well as any gaps in the educational programme. They are skilled at planning for children with special educational needs, and regularly review progress and update targets with parents and other professionals working with the child. Staff successfully support children's

development in speech and language by making activities fun. They use puppets to engage the children's imagination during phonics sessions. They are also skilled in helping children who speak English as an additional language to develop a secure understanding of and competency in speaking English, while continuing to value their linguistic backgrounds. As a result, children are well prepared for the next steps in their learning, including being ready for school.

Children become physically confident and skilled as they balance, climb and move in different ways on a superb range of indoor and outdoor apparatus. Children relish investigating sand, water and mud and show great excitement as they find footprints which they believe may belong to a popular children's story book creature. Staff expertly encourage their imaginations as they support them to take photographs of the evidence and get them paper to make prints of these marks. Children become adept at using and recognising numbers for counting, comparing and solving simple number problems. Staff extend children's critical thinking successfully by responding to their interests. For example, children notice the reflection of water on the gutter on the building next door, staff extend this interest by providing the children with foil, sequins and other reflective materials so that they can create a collage on the wicker fence and compare the reflections.

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

Children are extremely happy and secure at the nursery, as staff work closely with parents to share information, so that their needs are met. Staff are kind and caring and give the utmost priority to children's health and well-being. Children settle well with the involvement of parents. Staff comfort children who are tired or upset by cuddling them or giving them comfort items they bring from home.

Staff ensure that children learn the importance of a healthy diet. They work with parents to ensure children bring healthy packed lunches and know which foods are good for them. Staff ensure meal times are sociable and show exceptional interest in children's conversations. Children have access to fresh air and exercise each day in two outdoor areas. The children are provided with all in one weather suits which enables them to access the outdoor areas during inclement weather conditions. Behaviour is extremely good, as staff set clear boundaries. They remind children to walk while indoors and to be kind to each other, this helps children to learn the importance of keeping themselves safe. Children tidy up willingly and take turns during circle time. This helps children in readiness for school.

Very close links with the local schools mean that children's transitions are managed extremely well. Staff invite teachers to visit children at the nursery and they pass on information about children's progress. Staff have developed school transition books which they share with the children before they move on to school. These include photographs of their new teacher, the school entrance, playground and other key areas so that the children can become familiar with their new school.

The effectiveness of the leadership and management of the early years

provision

The nursery managers and staff are enthusiastic, highly motivated and effective. They clearly demonstrate their passion and vision for providing high quality nursery provision for children and families. Self-evaluation and monitoring of the educational programmes and children's progress are extremely effective. The opinions of parents, children and outside agencies are considered and acted upon. However, there is scope to further improve upon the already superb outdoor environment to ensure that all children continue to make excellent progress in all areas of their learning.

Children are exceptionally well safeguarded. All staff are very aware of their roles and responsibilities in protecting children in their care. Staff act promptly and refer concerns appropriately. Rigorous risk assessments, recruitment procedures and staff suitability checks mean that children are safe. Appraisals and supervision, including peer on peer observations ensure the exceptional level of teaching is maintained and any areas for improvement are highlighted in a timely way and acted upon.

Partnerships with parents is extremely strong. Parents are wholly valued and their views are sought and respected. Suggestions for improvement are welcomed and acted upon. Parents are extremely happy with the nursery and comments received are very positive. They say that the nursery has supported their child and have brought them on leaps and bounds. Excellent partnerships with other professionals involved with the children, such as physiotherapists and speech and language therapists, help them to reach their developmental goals given their starting points and capabilities.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY468858
Local authority	Herefordshire
Inspection number	934842
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	70
Number of children on roll	24
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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