

# Roundabout Timeout

51a Abbey Lane, STOKE-ON-TRENT, ST2 8AU

## Inspection date

Previous inspection date

15/05/2014

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

Not Applicable

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	2
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision requires improvement

- Children have access to a range of planned adult-led and child-initiated activities that cover the seven areas of learning. These support individual children's next steps for learning.
- Secure attachments are supported through the key person system and settling-in processes that are based around children's individual needs.
- Children are well behaved and staff reinforce behaviour boundaries. As a result, children take turns, share and are aware of considering others in their play.

### It is not yet good because

- The progress check for children between the ages of two and three years has not been embedded into practice. As a result, parents are not provided with clear information regarding their children's learning and development in order to support their learning at home.
- Children are not always given the opportunity to use their prior learning and thinking skills to support their learning.
- Self-evaluation is not embedded into practice. Strengths and weaknesses of the setting are not identified. Therefore, areas for improving the learning and development opportunities for children are not planned for.
- Staff do not have access to regular planned supervision to support their well-being and day-to-day practice.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the two main playrooms and outdoor environment.
- The inspector undertook a joint observation with the setting's owner.
- The inspector took account of the views of parents and carers spoken to on the day of the visit.
- The inspector looked at children's developmental records, planning documentation and a selection of policies and personnel files.

## Inspector

Lynsey Hurst

## Full report

### Information about the setting

Roundabout Timeout was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a single storey building in Stoke-on-Trent and is managed by a private provider. The pre-school and out of school club serves the local area and is accessible to all children. It operates from two large rooms and there is an enclosed area available for outdoor play at the front of the building. The pre-school employs eight members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, two at level 2 and there are also two unqualified apprentices and an unqualified support worker. The pre-school opens Tuesday, Wednesday and Thursday from 9.30am to 2.30pm term time only. The out of school provision operates from 7.15am to 8.45am and 3pm to 6pm during term time and from 7.15am to 6pm during the school holidays, with the exception of the Christmas period. Children attend for a variety of sessions. There are currently 36 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities.

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

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

- use the progress check for children between the ages of two and three years to provide parents with a summary of their children's learning and development. Identify strengths and areas where progress is less than expected to support children's learning at home.

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

- review staff's ability to listen to and skilfully question children to ensure they provide opportunities for children to make predictions, experiments and consolidate their learning through thinking
- establish a system of self-evaluation to identify strengths and weaknesses for the setting to develop a plan of improvement. Taking into account the views of staff, parents and children
- embed a system of regular supervision to provide staff with support for well-being, teamwork, coaching and training.

## Inspection judgements

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

Children have access to a range of planned adult-led and child-initiated activities that are based around the needs and interests of individual children. Observations and assessments are completed regularly. These are used to ensure activities are focused and take into account children's next steps for learning to ensure all children are making progress. Children are introduced to new language through activities and staff use open-ended questioning. However, staff do not always give children the opportunity to respond to questions before giving them the answer. For example, while playing with sea creatures children are questioned about the names of the creatures and are immediately informed of the name before they have chance to think and respond for themselves. As a result, children are unable to improve their thinking skills to consolidate their learning.

Teaching in general varies among staff. Some extend children's learning effectively as they understand how to support children through good role modelling of language. They demonstrate activities to support children's understanding and providing narratives for children's play. However, others do not support children to use their prior learning or thinking skills to enhance their development. For example, during a floating and sinking activity children were not given time to predict what would happen before placing the objects in the water. As a result, children's learning opportunities are reduced.

Partnerships with parents are good. Parents are encouraged to share information regarding learning at home to support initial starting points. Regular review meetings between staff and parents take place to discuss children's development and next steps for learning with an emphasis on preparing for school. However, the setting has not yet begun to implement the progress check for children between the ages of two and three years which provides parents with a written summary of children's development. As a result, children's strengths and area for concern are not effectively planned for or shared with parents to ensure children's learning and development needs are fully met. Partnerships with external agencies ensure that children with special educational needs and/or disabilities are supported and that their needs are consistently met.

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

Children are supported well in their development of secure attachments. For example, settling-in processes are based around the individual needs of children. The length of time children stay at the pre-school gradually increases until staff and parents feel that the child is ready to stay for a full day. During visits children are supported by their key person to engage in activities. Children enjoy coming to the pre-school and settle quickly into their play. Children play cooperatively together and have good relationships with peers and staff. Children are supportive and respectful of each other and help their friends when needed.

Children are well behaved and staff remind and encourage children to share and take turns, while giving them opportunities to resolve issues, when playing with resources. For example, when children squabble over a toy staff allow them time to resolve the situation before intervening and explaining the need to share. This supports children's independence skills and self-confidence.

The environment is safe, welcoming and well resourced. Children have access to outdoor space and are offered a range of activities that promote their physical development and an understanding of the need for physical exercise. For example, children are encouraged to participate in games, such as 'traffic lights' where children have to listen to the instructions and respond by either running, stopping or getting ready to move. Children are aware of how to keep themselves safe. For example, children are aware of the need to walk on the path and run on the grass in order to stay safe. Children are offered a range of healthy snacks and are given choices in the fruit that they want. As a result, children are supported in making decisions independently.

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

Monitoring of assessment of children's learning and development ensure that children continue to make progress. Any identified gaps are targeted and interventions sought to ensure all children's learning and development needs are supported. However, the progress for children between the ages of two and three years has not yet been implemented. Partnerships with external agencies are used effectively to support children who have special educational needs and/or disabilities.

Annual appraisals are used to support performance management, basic training needs are identified and planned for. Mandatory training is prioritised and is supported by additional training through the local authority. Annual appraisals ensure that staff are supported with training and professional development needs. However, regular supervision is not yet embedded to support staff's well-being.

The pre-school's practice is underpinned by a good range of policies and procedures which are reviewed regularly and shared with staff and parents. Staff have a good understanding of safeguarding procedures to ensure that children are kept safe and protected from harm. Staff have a clear understanding of their responsibilities and are aware of the procedures to follow in the event of allegations being made against a staff member or if they have concerns about a child's welfare. Staff complete annual declarations to support their continuing suitability for working with children. Self-evaluation is not embedded into the setting to ensure that areas in need of improvement are identified and priorities for addressing any gaps are set. This means that the pre-school does not have any direction for driving improvement.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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

<b>Unique reference number</b>	EY470344
<b>Local authority</b>	Stoke on Trent
<b>Inspection number</b>	946333
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	52
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Shazia Dhad
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01782533699

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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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