

Rotunda Nursery

109 Great Mersey Street, LIVERPOOL, L5 2PL

Inspection date	04/11/2014
Previous inspection date	15/03/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 requires improvement

- Staff have a good understanding of their responsibilities and the procedures for protecting children. The staff implement robust safeguarding procedures, which ensures the children are safe.
- Staff are friendly, approachable and well deployed to support children's settling-in routines. Staff and children are forming secure attachments. This supports children's emotional well-being appropriately.
- The manager has a good overview of the setting's strengths and weaknesses, which has enabled her to identify what needs to be done to improve the provision.

It is not yet good because

- Supervision and monitoring procedures are not yet sufficiently established to identify inconsistencies in staff practice, in order to maintain good quality teaching across the nursery.
- Opportunities to enable parents to contribute information about children's starting points on entry are not fully utilised.
- Staff do not always make the best possible use of the outside area to enhance children's learning experiences.

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 looked at children's assessment records and planning documentation.
- The inspector spoke to both children and staff and observed play and learning activities within the main playroom and also in the outdoor environment.
- The inspector carried out a joint observation with the manager of the setting.
- The inspector took into account the views of parents spoken to on the day.
- The inspector carried out a meeting with the manager. She checked the evidence of qualifications and suitability of all staff, and looked at a range of policies, procedures and documentation.
- The inspector carried out a tour of the premises.

Inspector

Alison Regan

Full report

Information about the setting

Rotunda Nursery was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Rotunda Centre in the Everton area of Liverpool. The nursery is managed by a private provider and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs four members of childcare staff, all of whom hold appropriate early years qualifications, including two at level 6. The nursery opens Monday to Friday 8am to 6pm all year round. Children attend for a variety of sessions. Currently there are 23 children on roll within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- ensure all staff are effectively supervised and have the necessary support, training and skills to improve personal effectiveness, which is adequately monitored to ensure all children benefit from consistently good quality teaching and learning.

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

- monitor the consistency of how children's starting points and learning from home are identified on entry to the nursery, in order to ensure learning is always built from a clear knowledge of children's capabilities and starting points
- provide a more exciting, enabling outdoor environment, for example, by extending the range of resources available so children can continue to build on the learning that takes place indoors.

Inspection judgements

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

Children are happy and content in the nursery. Staff have a sufficient level of knowledge and understanding of how to meet the learning and developments requirements of the Early Years Foundation Stage. They have an awareness of the importance of observing children, in order to understand their individual level of achievement, interests and characteristics of learning. Staff understand the importance of working in partnership with parents to meet children's needs. Flexible settling-in sessions are offered, which allows

parent partnerships to develop as they provide the opportunity for children's care needs to be discussed. However, staff do not always gather information from parents regarding what their child can do on entry. Therefore, initially they are unable to demonstrate that children are making progress given their starting points. Children generally work comfortably within their typical range of development expected for their age. There is a focus in the setting on ensuring that children receive the right support that they need. Those with special educational needs and/or disabilities have sufficient support, which ensures that children who are, or could possibly fall below their expected levels of development receive tailored support. As a result, relationships with external agencies are in place to ensure that the individual needs of children are met. Consequently, children are making progress in their learning and are prepared for the next stage in their learning.

Staff use their sound understanding of the Early Years Foundation Stage to plan different activities, which help to support children's individual development. Staff use observations to plan regular activities and complete evaluations to reflect on any progress children make. Children enjoy their time at the provision and are occupied with suitable activities. For example, during a painting activity, children use a variety of shapes to make prints on the paper with the paint. Staff use this opportunity to talk to the children about where stars come from. Younger children play and explore in their environment by exploring sensory objects. For example, when playing with foam, children feel and explore the texture while staff use suitable words like cold and soft to support their learning further. As a result, children of all ages acquire the skills, attributes and dispositions they need for their next stage of their learning. Support for children's language and communication skills is a main focus in the setting. Staff are able to model language, and plan suitable activities to support this. For example, staff support children to learn and join in with a diverse range of songs and rhymes during group time. Staff encourage children to talk about, 'What's in the bag?' and choose a song which corresponds to an item in the bag. Consequently, children are acquiring the skills to be confident when speaking in a group. Children's early reading skills are promoted in the setting and they have access to a wide range of age-appropriate books. They enjoy sitting with staff listening to their favourite stories, and children are encouraged to join in at key points during the story. Staff support children with early writing skills. For example, children are encouraged to make marks with brushes on the painting easel. Consequently, they are making good progress with their early reading and writing skills.

All children have their own learning journal, which includes photographs, observations, and next steps. From the information gathered, staff are able to complete a written progress summary for each child. Staff regularly complete assessments of children, which enables them to monitor the ongoing progress individual children make during their time in the provision. The progress check for children between the ages of two and three years is completed and shared with parents. As a result, parents are informed of their child's development and any additional support that staff may take to ensure children make best progress. Staff are beginning to implement steps to liaise with the local schools and teachers that children move on to. This means that children are adequately supported into their new settings when the time arrives.

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

Children and their families are warmly welcomed into this friendly setting. Children have their own designated peg which they use daily to hang their coats on. This helps children to develop their sense of belonging. The key-person system is effective in ensuring that children's emotional well-being is supported. There is a suitable admissions process in place, which allows children and parents to build warm relationships with staff. As a result, children are happy and settled. Staff are deployed appropriately in the setting and as a result, children enjoy a harmonious environment where positive behaviour is affirmed and children are praised at appropriate times.

Children learn about healthy lifestyles by eating healthy snacks and children spend time outdoors in the fresh air. Children learn how to make healthy food choices because the staff implement a healthy eating policy and provide children with healthy options. During snack time, staff speak to the children about healthy foods and weekly menus are shared with parents. All children are encouraged to participate in physical activity on a daily basis to build on their physical skills. For example, they confidently climb on the climbing frame and enjoy sliding down the slide. Children enjoy using the brush and spade as they remove the leaves from the play area and gather them in a large bucket. They learn about hygiene routines and are encouraged to independently take themselves off to wash their hands, with a member of staff close by for support. They all know they must wash their hands after using the toilet and before eating. During snack time, children pour their own drinks, lay the table, serve themselves and tidy away the plates when they have finished. These skills help children develop the self-help and self-reliance needed in preparation for their move on to school.

The staff team implements clear procedures to keep children safe. Children play and learn to take risks in a secure environment. This means they are free to move around independently and make choices about what they play with. This approach develops children's confidence. The indoor environment is welcoming and adequately resourced to meet the individual needs of all the children. Resources promote positive images of diversity, which supports children to learn about differences in the world around them. Children are confident within their environment as know where to find their favourite toys. Low shelving and storage mean that children can select and retrieve resources independently. Consequently, the children know what they need and where to find it. However, staff do not make the best possible use of the outdoors to further enhance children's learning experiences by making the outdoors highly stimulating. For example, in the outdoor area, the resources and experiences available do not always enable children to build on the learning that takes place indoors to the maximum potential.

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

Children's safety is supported well because safeguarding procedures are appropriately managed. The designated person for child protection is clear about their responsibility to support children and staff at all times. Staff are able to recognise what might indicate abuse and are fully aware of how to proceed if they have a concern. The recruitment and induction procedures for the setting ensure staff are suitable to work with children. This

includes obtaining information about employment history and qualifications and completing Disclosure and Barring Service checks. The setting has a suitable procedure in place should a parent wish to make a complaint about any aspect of the provision, and all relevant documentation is current and up to date. For example, risk assessments are in place and reviewed regularly to ensure that hazards are kept to a minimum, and accidents are thoroughly recorded to ensure children are kept safe while in the setting.

The newly appointed manager is sufficiently aware of her responsibilities to meet the requirements of the Early Years Foundation Stage. The recommendations that were raised at the last inspection have been successfully met. The manager recognises that there is work to be done to further develop the nursery and make necessary improvements that will be of benefit to both the staff and children. As a result, she has sought guidance from the local authority to further support herself and the team. The manager has developed an action plan to drive improvement, which is shared with the wider staff team. For example, she has begun to identify training needs of staff in order to improve the outcomes for all children, particularly for those with communication and language difficulties. However, the monitoring of staff performance is not effective as staff supervisions are not in place. As a result, staff do not receive appropriate support and coaching to improve teaching practice across the setting. The manager has started to analyse children's individual trackers to identify any areas of learning where children may have gaps. However, this newly implemented system is in its infancy and no impact can be measured.

Partnerships with parents are in place. Parents speak of the warm relationships between children and staff. Staff provide parents with information about their children's learning and development through verbal messages which are shared every day by the key person. Staff work closely with other professionals, to ensure they are able to support children through the targeted learning plans. Furthermore, the setting is beginning to forge links with teachers and this helps to promote continuity of care and prepare children for the next stage in their learning at school.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	322490
Local authority	Liverpool
Inspection number	872151
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	18
Number of children on roll	23
Name of provider	Rotunda Ltd
Date of previous inspection	15/03/2012
Telephone number	0151 207 2176

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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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