

Roundabout Pre-School

The Maynard Building, Etsome Terrace, SOMERTON, Somerset, TA11 6LY

Inspection date	27/11/2014
Previous inspection date	17/11/2008

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		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

- Staff have a sound knowledge of safeguarding procedures. They implement appropriate practices to keep children safe and promote their awareness of a safe and healthy lifestyle.
- Staff plan a stimulating environment that enables children to make independent choices and initiate their own learning and development.
- Staff have effective partnerships with outside agencies to ensure they provide any additional support children need, especially those with special educational needs and/or disabilities.

It is not yet good because

- Management do not act promptly enough to address weaknesses in staff practice. This means there are inconsistencies in how staff identify children's next stages of learning, and plan challenging experiences to help them make better progress.
- Staff do not have regular opportunities to observe each other to share knowledge of effective ways of promoting children's learning and development.
- Some staff occasionally miss opportunities to promote children's mathematical development further during their play.

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 indoors and outdoors.
- The inspector offered the manager the opportunity to do a joint observation.
- The inspector checked safeguarding information and the premises.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.
- The inspector took account of the pre-school's self-evaluation and spoke to staff, parents and other early years providers present on the day of the inspection.

Inspector

Elaine Douglas

Full report

Information about the setting

Roundabout Pre-School registered in 1992 and is run by a committee of parents. It operates from a self-contained purpose-built mobile classroom, which is accessible by a ramp. They are next door to a primary school, in Somerton, Somerset. There is an enclosed soft surfaced outdoor area to the side and rear of the classroom. The pre-school is registered on the Early Years Register. There are 51 children on roll from the age of two years until the end of the early years age range. The pre-school is open five days a week during school term times from 9am to 3.30pm. They provide a lunch club from 12 noon to 12.30pm. The pre-school receives the funding to provide free early education for children aged two, three and four years. The pre-school supports children with special educational needs and/or disabilities. They also support children who were learning English as an additional language. There are seven members of staff. One member of staff holds an early years qualification at level 4, four staff hold a qualification at level 3 and one member of staff has an early years qualification at level 2. They are supported by a qualified administrator.

What the setting needs to do to improve further

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

- improve consistency amongst staff practice in identifying children's next stages of learning and planning challenging experiences to help children make better progress.

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

- extend opportunities for staff to observe each other to discuss and find ways to promote good practice
- develop staff skills in extending children's mathematical development fully during their play.

Inspection judgements

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

Staff get to know children from the start by seeking key information from parents on children's interests and abilities. They use this well to help children settle in. Senior staff plan a broad and balanced educational programme that provides children with a wide

variety of experiences. Overall, staff carry out regular observations. However, there are inconsistencies in staff practice. Some staff do not plan for children's next steps when they have achieved the existing ones, until the next term. This means that, although children make suitable progress in their learning and development overall, staff do not challenge some of them to progress as rapidly as they are capable. The manager monitors how staff assess and plan for children's learning and development. However, she does not take prompt action to address the inconsistencies.

Staff support children appropriately in their speaking and listening skills. Staff use sign language and visual aids consistently to include children of all abilities. Children join in using the signs when they are singing, and they respond to their name at registration. This helps to support language acquisition, particularly for those children learning English as an additional language and those with special educational needs and/or disabilities. It also helps children learn about different ways of communicating. Children make friends and play together well. For example, children used construction bricks to build their own pre-school. They talked to each other, deciding what they needed and selecting pieces for a purpose. The children were pleased with their achievements and took it to a member of staff to show them. The member of staff extended their learning by encouraging them to recall how they made it, the processes they went through and what all the parts represented. Children develop control and coordination as they use scooters and balance bikes outdoors. As a result, children make sound progress in their key areas of development, preparing them appropriately for school.

Staff make good use of daily routines to support children's mathematical development. For example, children count how many are present that day and learn the date. The special helper for the day counts how many plates they need for each table at snack time. However, staff missed opportunities to promote mathematical skills during children's play. For example, children lined up cars but staff did not ask them about how many they had or encouraged them to sort them into different types or sizes. Children enjoy using the large range of books because staff organise them well. For example, children took their dolls to the book area, sitting on the child size comfy chairs to relax. They turned the pages and using the pictures told the story, extending their literacy skills. Staff read familiar stories to children and pause so they fill in the missing words. This helps children understand that print carries meaning. Children predict what will happen next and learn new vocabulary. Staff encourage children to have a go at writing their name, finding their written name and using it for support. Staff use some appropriate teaching methods such as sounding the letters. This helps children with their early reading and writing skills.

Some staff encourage children to learn from each other and demonstrate that we all continue to learn. For example, staff asked children to show them how they operate a technical toy and then supported them in showing other children. This promotes their sense of achievement and helps children to learn from each other. Staff follow children's lead, which motivates them to learn. For example, children pretending to have a party in the role-play area suggested playing pass the parcel. Staff supported the children in thinking through what they needed to do, how to make the parcel and then played the game. This promotes children's creative and critical thinking, as well as their ability to follow instructions, take turns and work together on the same theme.

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

Staff plan a welcoming environment and use a good key-person system so that children arrive happy and soon settle to the variety of activities available. Staff support children really well in learning strategies to manage their own behaviour and build good relationships. For example, when more children wanted to join in with a tea party in the role-play area, staff asked the children what they could do. Consequently, children moved the chairs around so that they could all fit in. Children spontaneously help to tidy up and show respect for their environment. Staff choose children to be the special helper at snack time and they proudly wear their medallion. Children celebrate each other's special occasions and learn to value each other's backgrounds. Staff have supportive links with the school and regularly visit their premises. They build on this prior to the older children moving on, so that they are emotionally secure and happy when the time comes for them to start school.

The newly refurbished premises are well equipped. Staff store the toys and resources in transparent labelled boxes so that children can make independent choices. For large parts of the day, children can choose to learn indoors or outdoors, which meets individual learning needs. The plastic curtain keeps the room warm while enabling children to move around freely. Children use a good range of resources that provide positive images of people's differences, including disabilities. Staff deploy themselves effectively so that children can make full use of all the areas. They have additional staff to provide one-to-one care for children with special educational needs and/or disabilities so that they can take an active part in all the experiences.

Children have a good understanding of safe and healthy practices. They independently wash their hands after using the toilet and before eating. Staff talk to the children about hygiene routines and they enthusiastically respond. For example, they explained they needed to wash their hands thoroughly to get rid of the germs. Children can help themselves to drinking water throughout the day and have milk and nutritious foods at snack time. This helps them to gain a good awareness of healthy eating and as a result, they suggest what is good for them in their role-play games. Staff support children in knowing the importance of exercise and keeping healthy. Children demonstrate they know how to keep themselves safe. For example, before lighting candles, staff asked the children if they should use matches. Children responded no, because they could 'get burned', and they would tell an adult if they found them. Children wear high visibility vests on outings and know to stay with staff at all times. Staff have a clear understanding of their responsibilities and the procedures they should follow should a child be at risk. This means they can protect and promote children's well-being.

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

The management team understand their responsibilities to keep children safe and promote their well-being. There is stringent security and staff carry out daily risk assessments to

help keep children safe. They identify any additional risks and take appropriate action. For example, the rear of the garden is currently fenced off to prevent children accessing it while it is under development. All required documentation is stored confidentially to protect children's welfare. There are effective recruitment procedures, which include safeguarding children and the use of mobile phones and cameras.

Staff generally plan appropriately for children's learning experiences covering all areas of development. The new manager has implemented a new system to see whether children are on target in their development and how staff plan for children's next steps of learning. This has highlighted inconsistencies in how staff assess and plan for children's continuous learning. However, she has not acted quickly enough to put this right. Consequently, staff do not have accurate planning for every child's next stages to continually challenge their learning and development. This means management do not successfully meet all the learning and development requirements of the Early Years Foundation Stage.

The committee, nominated person and manager meet regularly to review practice and set actions for development. They have updated the prospectus and the policies and procedures, as well as creating a new website. This offers parents instant access to information relating to the care and learning experiences for their children. There are plans in place to develop the outdoor area at the rear of the premises. This is to provide a greater range of experiences such as a mud kitchen, exploration and growing area with movable display panels. Staff mentor students and provide a good induction so that they understand their role and responsibilities. Staff have good opportunities to attend relevant training, such as management training and understanding the uniqueness of two-year-olds. The manager supervises staff and discusses ways of improving practice. However, staff do not have opportunities to observe each other to discuss good ways of working and learn from each other's skills. This means there are inconsistencies in staff practices and how they plan for, and challenge children's development.

Parents make very positive comments about the pre-school. They know who their child's key person is and have opportunities every day to discuss their children's care and learning with them. As a result, they feel the staff know their children well and regular information enables them to support learning at home. Staff use a digital photo frame to show parents their children engaging in an extensive range of activities. The new online system enables parents to view their children's development records at their leisure and to contribute at any time. Staff have strong partnerships with other early years providers children attend. This enables them to work together and be consistent in supporting children's care and development, including completing the progress check for two-year-old children. Staff have strong partnerships with outside agencies. They meet regularly with the health visitor, and through working with other professionals ensure children with special educational needs and/or disabilities reach their potential.

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	143126
Local authority	Somerset
Inspection number	836659
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	51
Name of provider	Roundabout Pre School Committee
Date of previous inspection	17/11/2008
Telephone number	01458274382

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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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