

Roundabout Timeout

51a Abbey Lane, Stoke On Trent, ST2 8AU



Inspection date

29 April 2015

Previous inspection date

15 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are making good progress, especially in their social skills and independence. They are well motivated learners who enthusiastically join in with activities. This provides children with crucial skills to prepare them for primary school.
- Children with special educational needs and/or disabilities are well supported and are making good progress in line with their abilities. Staff have additional training and ongoing support from speech and language therapists. This provides them with the skills they need to help children to develop their ability to communicate clearly.
- Warm relationships between children and staff ensure they are confident and happy. The atmosphere is calm and welcoming. The inside space is well laid out, bright and well equipped. Children confidently choose activities following staff's clear explanations of what is available during each session.
- The management team encourage staff to raise suggestions for improvement. This means everyone understands their responsibility in finding ways to continually improve.
- Partnerships with parents are strong. Parents are very comfortable in the nursery and find staff approachable and friendly. Staff use a number of ways to successfully exchange information with parents on a daily basis and to support them to extend children's learning at home.

It is not yet outstanding because:

- Next steps in children's learning identified in the progress check for children between the ages of two and three years are not always focused sharply enough on what children need to achieve next.
- Staff have not organised the garden area well enough to provide the youngest children with opportunities to build on all aspects of their learning outdoors throughout the year.

What the setting needs to do to improve further

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

- identify more precisely children's next steps in learning as part of the progress check for children between the ages of two and three years, to aid everyone's understanding of how children's development needs to be promoted
- extend the use of the outside area even further to support the youngest children's development, for example, by providing them with opportunities to discover things about shape, distance and measurement and to make marks with a wide range of tools.

Inspection activities

- The inspector observed activities in the main playrooms and outside play area.
- The inspector held meetings with the manager and the owner of the setting.
- The inspector undertook a joint observation with the owner.
- The inspector looked at children's assessment records and planning documentation, and a selection of policies and children's records.
- The inspector reviewed evidence of the suitability checks and qualifications for staff working with the children.
- The inspector took account of the nursery's self-evaluation and improvement plan.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Sarah Rhodes

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The staff know the children well and use their assessments of children's abilities to plan their learning. Teaching is good because staff provide sufficient challenge for the children to ensure they continue to make expected progress. They group children so activities can be tailored to children's abilities. This allows all children to extend their concentration. Staff are particularly skilled at ensuring children actively listen to what is being said. They give clear explanations and use visual cues to aid children's understanding. Children who speak English as an additional language are well supported to make connections between their home language and English. Staff actively plan activities which reinforce children's understanding of number and colour. They use questioning to encourage children to problem solve. For example, staff ask children if they can see how the picture matches when they are working out how to complete a jigsaw. Children are physically active in the garden but younger children have less opportunity to undertake activities which promote other aspects of their learning, including mathematics and literacy.

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

Children's emotional well-being is well promoted by the staff. Parents praise the individualised care their children receive. Their children have warm relationships with their key person. Children are very independent and they confidently manage their own toileting needs. Children develop an understanding of a healthy diet through discussions with staff. Mealtimes are unhurried social occasions. Children have a good understanding of how to keep themselves safe and healthy. For example, they understand why they wash their hands before lunchtime, and that toys dropped on the floor can cause someone to trip. Children behave well and are kind to their friends. Staff teach children to negotiate, for example, by helping them to work out how to share when someone else has the jigsaw piece they need.

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

The manager ensures the nursery meets the requirements of the Early Years Foundation Stage. She has ensured the improvements suggested at the last inspection have all been made. She reviews the quality of the provision, including staff's teaching and assessments. Staff are encouraged to undertake training and qualifications, which support them in meeting the specific needs of the children they are caring for. This targeted training has a positive impact on children's learning. However, some progress checks for children between the ages of two and three years contain bland statements about the next steps in children's learning. These are less useful for parents and other professionals to use to understand how they can support children's learning. All staff, including trainees, have a good understanding of what would constitute a safeguarding concern. They know what they should do about any concerns they may have. This is because they have regular briefings and discussions about the subject.

Setting details

Unique reference number	EY470344
Local authority	Stoke on Trent
Inspection number	976949
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 13
Total number of places	52
Number of children on roll	62
Name of provider	Shazia Parvez Dhad
Date of previous inspection	15 May 2014
Telephone number	01782533699

Roundabout Timeout was registered in 2013. The group 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. The pre-school 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.

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