

Roundabout Pre-School

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



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| Inspection date | 26 November 2015 |
| Previous inspection date | 27 November 2014 |

| | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| The quality and standards of the early years provision | Previous inspection: | Requires Improvement | 3 |
| Effectiveness of the leadership and management | | Requires improvement | 3 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Requires improvement | 3 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The committee do not have a full enough understanding of good practice in staff recruitment.
- Information recorded about children's skills does not always reflect everything that staff know about them. As a result, leaders do not have accurate enough information to help them identify where improvements might be required.
- The training and development of staff does not focus enough on improving teaching further because leaders do not closely check the quality of staff's practice.

It has the following strengths

- Staff know the children well. They observe them regularly and make good use of what they know about children's achievements to plan for the next steps in their learning.
- Children behave well. Staff reinforce the setting's simple rules regularly with the children so that they understand and comply with expectations.
- Staff use the outside environment particularly well to support those who learn best outdoors. Children engage in a wide range of suitable activities which enables them to make good progress.

What the setting needs to do to improve further

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

| | Due Date |
|--|-----------------|
| ■ strengthen the committee's understanding of safer recruitment practices. | 04/12/2015 |

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

- monitor practice more closely and use the information to target training and development opportunities in order to develop the quality of teaching further
- improve the accuracy of information gathered about children's starting points and their achievements so that a more robust analysis of the progress they are making can be undertaken. Use the information to more closely identify areas which would benefit from improvement.

Inspection activities

- The inspector observed the quality of teaching and its impact on children's learning both indoors and outside.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and the chair of the committee.
- The inspector looked at a range of documentation, including records of the progress children have made, the setting's evaluation of their provision, policies and procedures and evidence of suitability of staff working in the nursery.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Jane Burchall HMI

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders have worked hard to make improvements since the previous inspection. Reorganisation of roles has meant that staff have a clearer understanding of their responsibilities. Training has ensured that staff are now more confident in supporting children's mathematical development and they offer children many opportunities to explore counting, size, shape and number. Regular opportunities are now provided for staff to share good practice as they regularly observe each other's teaching. The manager is aware that closer monitoring of teaching is needed to continue to develop the quality of teaching. A new system has been introduced to check the progress children are making. However, staff do not keep this fully up-to-date which means that the manager does not have accurate enough information to help her monitor the quality of the setting. The manager and her staff show a strong commitment to ensuring children are kept safe and, as a result, the arrangements for safeguarding are effective. They have a good understanding of how to identify when a child may be at risk of harm and implement suitable procedures when concerns arise.

Quality of teaching, learning and assessment is good

Staff provide children with a broad range of activities and experiences which help them to make progress in all areas of learning. Staff make good use of activities to support children's development across different areas. For example, when reading stories they help them to make connections with what they have previously learnt, they provide children with opportunities to practise the new vocabulary introduced and explore how words rhyme.

Personal development, behaviour and welfare require improvement

Children are learning how to listen, to concentrate and to take turns. They understand how to take responsibility when they are chosen to be the leader for the day. They clearly feel proud of their achievements as their friends listen carefully to them when they sing a song and offer them a warm round of applause. Staff are warm and caring towards the children and good relationships mean that children feel secure in the setting. Procedures are in place to check that those who work with the children are suitable although the committee do not always gather information about new staff in enough detail.

Outcomes for children are good

Children arrive happily at the setting and quickly settle to their learning. Overall they are making good progress because staff know them well and provide them with activities and experiences which challenge them. Children are well prepared for school. They practise their early writing skills as they make patterns in the sand and in shaving foam. They learn how to recognise their names, understand that print carries meaning and learn the sounds that letters represent. During their play they learn how to count, to add and to subtract.

Setting details

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| Unique reference number | 143126 |
| Local authority | Somerset |
| Inspection number | 1006276 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 5 |
| Total number of places | 24 |
| Number of children on roll | 42 |
| Name of provider | Roundabout Pre School Committee |
| Date of previous inspection | 27 November 2014 |
| Telephone number | 01458274382 |

Roundabout Pre-School registered in 1992 and is run by a committee of parents. It is located next door to a primary school, in Somerton, Somerset. The pre-school is open five days a week during school term times from 9am to 3.30pm. It is in receipt of funding to provide free early education for children aged two, three and four years. A team of seven members of staff work with the children. One member of staff holds a relevant qualification at level 4, four hold qualifications at level 3, one holds a qualification at level 2 and one is unqualified.

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