

# Roundabouts Day Nursery

34 Crewe Road, Shavington, Crewe, CW2 5JB



## Inspection date

11 August 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- Practitioners do not plan daily outdoor activities for babies.
- Although managers provide supportive supervision meetings for practitioners, they do not rigorously check the quality of teaching. As a result, practitioners are not helped sufficiently to improve.
- Practitioners do not always fully promote children's communication and language skills consistently.
- Self-evaluation does not ensure that weaknesses in practice are routinely identified. Plans to improve the provision are not clear enough to lead to rapid improvement.

### It has the following strengths

- The provider, managers and practitioners demonstrate commitment to improving the provision. Practitioners attend all mandatory training.
- Practitioners speak in a positive, friendly way to each other and to the children. Children demonstrate that they feel secure. They readily approach practitioners for reassurance and to seek help.
- Practitioners make regular observations of children's learning and regularly summarise their achievements. Practitioners know children's interests and use what they know about individual children to plan activities that they enjoy.
- Partnerships with parents are strong. Parents feel that they are listened to. They welcome the ideas and suggestions from practitioners that help them to continue children's learning at home.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure that babies have daily access to outdoor activities	12/09/2016
■ improve the arrangements for supervision meetings and focus more closely on the quality of practitioners' teaching, in order to promote children's learning to a consistently good standard.	11/11/2016

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

- increase staff knowledge and skills in relation to promoting children's communication and language more effectively
- evaluate the provision more thoroughly in order to identify weaknesses and plan actions that drive rapid improvement.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the provider and the deputy manager. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

**Inspector**  
Susan King

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Systems to check and improve teaching and learning in the nursery are at an early stage. Managers' assessments of the quality of teaching are not sufficiently accurate. Consequently, practitioners do not receive the guidance and support they need to raise the standard of their teaching. Managers have begun to evaluate the provision. They have identified a high number of areas for improvement that are not specific enough to lead to effective action planning. Consequently, plans to improve do not lead to measurable improvements in children's progress and well-being. Safeguarding is effective. Managers train practitioners to identify signs that a child may be at risk of abuse or neglect. They regularly check that practitioners know the action they must take. Managers work in partnership with other professionals when children have special educational needs or disability. They participate in multi-agency meetings and carry out the actions agreed.

### Quality of teaching, learning and assessment requires improvement

Practitioners talk and read with children. However, the continuous background noise is not managed well enough to ensure children can concentrate on their play and learning. Practitioners do not demonstrate enough understanding of the impact that the overuse of dummies has on children's developing speech when they are playing. Children experience interesting and enjoyable activities, and practitioners' spontaneous teaching is often good. For example, two-year-old children playing outside roll balls through a sloping plastic tube. Practitioners ask questions and help children to think about what will happen. Children watch the balls roll out of the tube and find out which has travelled the furthest. This helps to promote their mathematical development.

### Personal development, behaviour and welfare require improvement

Babies demonstrate curiosity and a desire to explore. There is a safe and interesting outdoor play area. However, practitioners do not make sure that babies have opportunities to go outside each day. This means they do not benefit from exploring and playing in the fresh air. Children develop appropriate attachments to their key persons. This helps children to develop confidence and independence as they grow. Practitioners promote children's positive behaviour. Children learn to be helpful to each other and to wait for their turn. They join in with tidying up. Children eat healthy, nutritious food. Any allergies to certain foods are safely managed.

### Outcomes for children require improvement

Weaknesses in teaching mean that some children do not make consistently good progress across all areas of learning. However, most children make typical progress in relation to their age and starting points. They are developing the basic skills they need for school. Children follow familiar routines that promote their learning. They know which toys and props in the song bag match their favourite songs. They know and enthusiastically join in with the words and actions to familiar songs. Children confidently say the numbers one to 10 in order. They use numbers to count during daily routines, such as snack time. Children are independent. They know how to put on and take off their shoes. They feed themselves and begin to cut up their own food.

## Setting details

<b>Unique reference number</b>	EY489022
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	1030234
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	35
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Beyond Basic Learning Limited
<b>Registered person unique reference number</b>	RP527863
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01270 650382

Roundabouts Day Nursery was registered in 2015. The nursery employs seven members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, two hold level 4, one holds level 6, and one holds qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

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