

# Magic Roundabout Pre School



Victoria Park Church Halls, Victoria Park, Edghill Road, Bournemouth, Dorset, BH9 2PH

<b>Inspection date</b>	17 May 2017
Previous inspection date	27 January 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff provide a good variety of motivating play activities and involve children in the planning process. For example, children choose activities they like, such as den building, marble painting or water play, and add these to the daily plans.
- Staff form friendly relationships with parents and other providers involved in children's care and learning. They regularly share information about children's activities and progress with them to maintain a consistent approach in the support they provide.
- Children are content and settled in this friendly pre-school. They play happily with their friends and respond positively to staff, gaining a good sense of emotional well-being.
- The management team continually assesses staff practice and development. For example, staff have recently completed training relating to children's specific educational needs and this has helped them improve their understanding of identifying possible delays in children's development.

### It is not yet outstanding because:

- The management team does not monitor the achievements of different groups of children as well as possible to help them to consistently identify any gaps in children's learning and support their progress even further.
- At times, noise levels are high and staff do not organise some parts of the session effectively to consistently support children's concentration and reduce waiting times for some routine activities, such as snack time.

## What the setting needs to do to improve further

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

- improve the systems for monitoring children's achievements and use information gained from this to identify how different groups of children learn and progress best to close gaps in their learning more effectively
- improve the organisation of some parts of the session to support all children's concentration fully and reduce noise levels and waiting times.

### Inspection activities

- The inspector observed children's interactions in the main play areas and large hall.
- The inspector viewed documentation, such as operational policies, procedures and required records for suitability.
- The inspector undertook a joint observation with the manager and discussed children's learning.
- The inspector took into account the views of parents spoken with at the visit.
- The inspector discussed evaluation with the manager.

### Inspector

Mary Daniel

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and staff have a suitable awareness of child protection issues and understand their responsibility to protect children's overall well-being. The management team follows clear recruitment and employment procedures to assess staff suitability. For example, new staff shadow an experienced member of staff as part of their induction. The management team and staff continue to evaluate their practice and make improvements to support good outcomes for children. For instance, they have introduced a blackout den to help children develop their sensory awareness using resources such as torches and light-up toys. In addition, staff have improved the registration group time to support children's listening and attention more effectively.

### Quality of teaching, learning and assessment is good

Staff encourage children's understanding of the world and their communication skills very well. For instance, children are confident to express their ideas. They tell staff that they need the grey cloud and an umbrella sticker for the weather chart that day because it is raining. They push toy sea creatures through bubbly water and can name a pufferfish, a lobster and a stingray. Staff support children's interest in number, shape and size well. Older children are starting to match number to quantity and can name shapes, such as hexagons and rectangles confidently. Younger children enjoy counting rhymes and songs.

### Personal development, behaviour and welfare are good

Staff encourage children's overall physical strength well. Children develop positive attitudes to staying fit and healthy. They develop good control and coordination. For example, older children enjoy the challenge of an obstacle course and walk carefully across the balancing beam and climb up and over the ladder frame. Children excitedly help to move the colourful parachute in a range of ways. Staff support children's awareness of keeping safe effectively. Children enjoy a visit from ambulance staff. They learn how to switch on the blue lights and siren and put bandages on. Staff work closely with parents to consistently support children's specific educational and medical needs.

### Outcomes for children are good

Children behave well and learn to be kind and helpful. For instance, younger children help each other to carry a big basket of toys at tidy-up time. Older children offer to hold a bucket for their younger friends to throw beanbags into as they join in with an obstacle course. Children develop good independence skills. For example, they use spoons carefully to serve themselves to pieces of orange, banana or raisins for their snack. They help to wipe the tables and wash up their cups and plates. Children show pride in their achievements, for instance, as they start to form recognisable letters of their name. Children make good progress and are well prepared for their move to school.

## Setting details

<b>Unique reference number</b>	EY331874
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	1092668
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Margaret Susan Aldred
<b>Registered person unique reference number</b>	RP513081
<b>Date of previous inspection</b>	27 January 2015
<b>Telephone number</b>	07980492956

Magic Roundabout Pre School registered in 2006. The privately owned pre-school is situated in Winton, Bournemouth and is open Monday to Friday, from 9am until 2pm, during school terms only. The pre-school receives funding to provide free early years education for children aged two, three and four years. There are eight staff employed. Of these, five hold childcare qualifications at level 3 and three hold qualifications at level 2.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

