

Roundabout Nursery

Ainthorpe Primary School, Ainthorpe Grove, Hull, HU5 5EB



Inspection date

19 June 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Children make good progress from their individual starting points. They are enthusiastic and enjoy the wide range of activities that is available in the stimulating and well-resourced learning environment. Children are eager to play indoors and outdoors.
- Children settle well, are confident and quickly become engrossed in whatever they choose to do. They benefit from a calm, nurturing, relaxed atmosphere and the sensitive interaction of caring, attentive key persons. This has a positive impact on children's physical and emotional well-being.
- Partnerships with other professionals are effective in providing for children's needs. Transitions in and out of the nursery are well organised to promote continuity of care and learning. Children develop secure, trusting relationships with their key person.
- The management team and staff strive hard to provide the best possible care and education for all children. The provider sets a clear direction for the nursery's future development and she is strongly supported by well qualified and enthusiastic staff.

It is not yet outstanding because:

- Staff do not make the best use of opportunities for all parents to contribute ongoing information about what their children can do at home, to enable children to progress at the highest level.
- Occasionally, activities are not robustly extended to ensure that children solve problems for themselves and extend their critical-thinking skills, to maximise their learning.

What the setting needs to do to improve further

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

- build on the existing systems of communication with parents to share information about their children's development at home and contribute to their ongoing assessments
- develop more innovative ways to extend children's critical-thinking skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. She spoke to children and staff throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation. She also discussed children's progress with the management team, staff and parents.
- The inspector had a tour of the areas used. She held meetings with the management team at appropriate times during the inspection. The inspector also discussed the nursery's self-evaluation. She carried out a joint observation with the manager.
- The inspector looked at evidence of the suitability of staff, including qualifications and training certificates. She also looked at a selection of the nursery's policy documents, including the safeguarding policy and procedures and risk assessments.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Caroline Stott

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and staff have a good understanding of what to do if they have a concern about a child's welfare and they regularly refresh their knowledge of safeguarding procedures. There are robust recruitment and vetting measures in place. This ensures that any new and existing staff are checked to determine their suitability to work with children. Staff access many training opportunities and the management team implements regular supervisions and observations on staff's practice. For example, recent training has seen improvements in the way in which staff promote children's communication and language skills. Leaders track the progress of individual children and groups of children well. An electronic system is used to record observations and assessments. This is used effectively to identify gaps in children's learning and plan targeted support for them. Staff work closely with external professionals and agencies to provide learning plans that are tailored to children's individual needs.

Quality of teaching, learning and assessment is good

Staff use a wide range of methods to help children learn and use their observations and assessments effectively. Activities are inviting and stimulate children's attention very effectively. Babies enjoy sensory activities as they touch and feel objects from a treasure basket. They are fascinated as they discover that they can make these objects move. Toddlers enjoy stories about size and are fully involved in measuring themselves. Outdoors they make play dough buns and weigh them. This promotes their mathematical awareness. Older children enjoy many group activities. Staff ask the older children to share their knowledge of how caterpillars will turn into butterflies. Children respond to questions and demonstrate their awareness of stories well. Children thoroughly enjoy the many outdoor areas. Older children make mud 'cakes' and 'food' in the mud kitchen and build with large blocks to walk across. Babies enjoy painting with water and toddlers relish digging in the mud. This very effectively promotes their physical skills.

Personal development, behaviour and welfare are good

Children build strong bonds with staff who get to know their key children extremely well. Staff offer guidance and support so that children quickly become able to do things for themselves. Staff help children to learn how to behave and explain to children why some behaviours are unacceptable. Children's behaviour is good. Children serve their own meals and snacks and are helped to pour their drinks and wash plates. Older children manage their personal care needs well. Overall, partnerships with parents are positive. Parents report how happy they are with the care and education their children receive.

Outcomes for children are good

All children, including those in receipt of funding and children who speak English as an additional language, make good or at least typical progress from the start. Babies are motivated to explore and reach for toys that excite them. Children are enthusiastic, keen learners and develop good friendships. They join in with stories and recall familiar parts. This inspires their literacy development, and their understanding of numbers is good. Children develop skills to support the next stage of their learning and move to school.

Setting details

Unique reference number	EY500172
Local authority	Kingston upon Hull
Inspection number	1053848
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	81
Number of children on roll	116
Name of registered person	Roundabout Nursery Partnership
Registered person unique reference number	RP906455
Date of previous inspection	Not applicable
Telephone number	01482355311

Roundabout Nursery was re-registered in 2016 following a change to the legal entity. The nursery is based within the building of Ainthorpe Primary School, Hull. The nursery has been operating since 2004. It is owned by a private provider. The nursery employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2, 3, 4 and 5. The nursery opens from Monday to Friday, except for bank holidays and a week between Christmas and New Year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

