

Roundabout Pre-School Ltd

Horsforth Newlaithes School, Victoria Crescent, Leeds, West Yorkshire
LS18 4PT



Inspection date	18 October 2018
Previous inspection date	24 January 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

The provision is good

- The provider has successfully addressed the action and recommendations raised at the previous inspection. For example, Ofsted has been provided with necessary information to ensure the suitability of committee members.
- Observations and assessments of children's learning help staff to identify any gaps in their development. This contributes towards ensuring individual children are making good progress towards the early learning goals.
- Staff are friendly and approachable. They have developed positive relationships with children and their parents. This helps to support children's emotional well-being. Parents speak highly of the service offered, making comments, such as, 'Staff are supportive and approachable'.
- Staff ensure that the environment and resources are safe. They complete daily checks and immediate action is taken to minimise any identified hazards. This helps to keep children safe from harm.
- Staff have developed good relationships with the adjoining primary school. This helps them to work in partnership and share relevant information to support children with their future move there.

It is not yet outstanding because:

- On occasions, coaching and mentoring of newer staff are not effectively focused to ensure they continue to build on the skills and knowledge they have already acquired.
- Although staff gather key words from parents, they have not yet considered further innovative ways to support children who speak English as an additional language.

What the setting needs to do to improve further

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

- build on existing systems for coaching and mentoring newer members of staff and continue to support their professional development, to help them develop and improve their knowledge and practice
- introduce even more innovative ways to communicate with children who speak English as an additional language.

Inspection activities

- The inspector viewed all areas of the premises used by children. She observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection. She completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, including evidence of the suitability of staff working in the pre-school.
- The inspector took account of the verbal and written views of parents during the inspection.
- The inspector discussed the pre-school's methods used to self-evaluate and the impact this has on the pre-school.

Inspector
Kerry Holder

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff fully understand their responsibilities to safeguard children in their care and know the procedures to follow if they have any concerns. Overall, the manager supports staff to develop their practice, such as through regular supervision sessions. The management team and staff have identified key areas for development and are proactive in self-evaluative practice. In addition, staff have established positive relationships with other settings that children attend since the last inspection. This shows commitment for continuous improvement. Staff understand the importance of working closely with other professionals to support children who have special educational needs and/or disabilities.

Quality of teaching, learning and assessment is good

Children participate in creative activities that help to develop their confidence. For example, they use natural resources, such as twigs and conker shells, to create pictures. Staff use their experience well to help children to learn overall. For instance, they ask children a range of questions to focus their learning and encourage them to think more deeply as they play. Staff support children's mathematical development as they develop their awareness of shapes, colours and size during daily activities. For instance, children talk about how many legs bugs have and they discuss how growing tomatoes change from green to red as they ripen. Children's developmental records provide a clear picture of how children's learning is improving and developing over time. The manager oversees educational programmes to help ensure that children continue to make good progress.

Personal development, behaviour and welfare are good

Staff organise the environment well so that children can choose from a wide range of stimulating activities and resources. For example, children explore paint, play in sand and manipulate play dough. All children behave well. Children are regularly praised when they do well, which contributes towards raising their self-esteem and self-motivation. Children enjoy daily outdoor play. This offers some opportunities, such as wheeled toys, for children to develop their physical skills. Staff promote good hygiene practice. For example, they remind children to wash their hands before they eat. At lunchtime staff join children and use this as a social occasion. This helps children learn how to behave in social situations.

Outcomes for children are good

Children develop their early writing skills as they experiment with a variety of different materials. For instance, they use chalks to make marks on walls in the outdoor play area. Children are energetic as they join in with action songs. They jump, clap and dance as they wave their arms and move their bodies to the singing of staff. Overall, all children, including those who have special educational needs and/or disabilities and children who speak English as an additional language, make good progress. They are motivated learners who acquire skills in preparation for starting school.

Setting details

Unique reference number	EY496163
Local authority	Leeds
Inspection number	10080326
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	30
Number of children on roll	29
Name of registered person	Roundabout Pre-School Ltd
Registered person unique reference number	RP910562
Date of previous inspection	24 January 2018
Telephone number	07960855265

Roundabout Pre-School Ltd registered in 2015. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including the manager, who holds a qualification at level 5. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until midday, Monday and Friday, and from 9am until 3pm on Tuesday, Wednesday and Thursday. The pre-school receives funding to provide free early education for three- and four-year-old children.

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