

Inspection of Roundabout Timeout

51a Abbey Lane, Stoke On Trent ST2 8AU

Inspection date: 11 September 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

The manager analyses the progress of individual and specific groups of children. She identifies any gaps in children's learning and put plans in place to address these. Children are absorbed in their play. They use tweezers to select their own fruit slices at snack time. Children enjoy imaginary play in the farm shop role-play area. They pretend to sell and buy items, such as the eggs and milk displayed in a tray of hay. Children spread lots of glue onto paper using spatulas and then stick on leaves and tissue paper. Staff encourage children to learn through singing. For example, children take turns to hold the puppets and act out a number song about monkeys and a crocodile. They are enthralled and eagerly join in with the singing and actions. Staff work well as a team and act as good role models for the children. They have high expectations for the children and skilfully support them to follow the rules and help them to learn how to stay safe. Children behave well and show a high regard for one another. They are happy, self-assured and interact freely and enthusiastically with staff.

What does the early years setting do well and what does it need to do better?

- The manager has developed strong links with the local authority adviser. This helps her to identify how she can maintain or raise the quality of the provision. Staff develop effective partnerships with the local school. For example, they liaise with the school teachers about the best way to promote children's mathematical skills. As a result, staff now organise the environment in ways that encourage children to develop mathematical interest and problem-solving skills.
- Staff provide a curriculum that highly motivates children to learn across all of the areas of learning. They also provide a range of resources that encourage children to develop their independence, creativity and imagination.
- Staff have a good understanding of how all children develop. They have identified that the new two-year-old children respond exceptionally well to singing nursery rhymes with actions and props. As a result, staff sing with children at group times and during everyday routines. This helps children to understand language and to extend their vocabulary.
- The manager makes sure that each member of staff's practice is monitored and any issues are identified and planned for. This helps to make sure that staff's teaching is consistently strong and that children develop the skills they need in readiness for school.
- Staff work effectively in partnership with parents. They enhance parents' understanding about how their children's learning can be best supported at home. For instance, they have daily chats and regularly share information about children's progress and the next steps in their learning.
- Staff have a good understanding of how to encourage children to develop strong emotional attachments. For example, they provide children with lots of attention,

reassurance, encouraging smiles and cuddles when needed. This helps children to feel relaxed and safe and to engage in new experiences.

- The outdoor environment offers children good opportunities to take manageable risks in their play. For example, they take turns to climb up the scramble net and the ladder and zoom down the slide.
- Staff provide children with nutritious breakfasts and snacks.
- Staff do not focus strongly enough on encouraging children to hear and say the initial sound in words.
- Staff do not use the information they gather from observing older children as effectively as possible, to support them to make rapid progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

All staff attend safeguarding training. They have an in-depth knowledge of the signs that may indicate that a child is at risk of abuse or neglect. Staff are aware of the correct procedures to follow if they have any concerns about a child's welfare. They check all indoor and outdoor areas and all outings off the premises to identify and minimise any possible risks to children. This helps to keep children safe and well.

What does the setting need to do to improve?

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

- provide children with more opportunities to build on and develop their knowledge of letters and sounds
- use the information gathered from observing children even more effectively, to help children make rapid progress.

Setting details

Unique reference number	EY470344
Local authority	Stoke-on-Trent
Inspection number	10106437
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 10
Total number of places	52
Number of children on roll	57
Name of registered person	Daisy Chains Day Nursery Ltd
Registered person unique reference number	RP534578
Telephone number	01782533699 07947152418
Date of previous inspection	29 April 2015

Information about this early years setting

Roundabout Timeout registered in 2013. The setting employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 3 and two hold appropriate early years qualifications at level 2. The pre-school opens Monday, Tuesday and Wednesday from 9.30am until 2.30pm term time only. The out-of-school provision operates from 7.15am until 8.45am and 3pm until 6pm during term time and from 7.15am until 6pm during the school holidays. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Linda Yates

Inspection activities

- The inspector and the deputy manager completed a 'learning walk' across all the areas of the setting to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the manager.
- The inspector held discussions with staff and evaluated how well they assess children's progress and plan for the next steps in their learning.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector took account of the views of parents and children spoken to on the day.

We carried out this inspection 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.

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