

Inspection of Roundabout Nursery

Plymouth Christian Centre, Embankment Road, Plymouth PL4 9HP

Inspection date: 21 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children are happy and relaxed in this welcoming and nurturing nursery. The atmosphere is calm and supports children's communication and concentration well. For example, staff skilfully use calming music and low-level lighting to provide a cosy place for children to share books. Children develop their literacy skills as they curl up on cushions and spend time enjoying their favourite stories.

The manager and staff organise the nursery very effectively to sequence children's learning and development. They use their in-depth knowledge of each child to ensure they learn what they need to as they move through the nursery.

Parents speak very highly of the bonds their children form with all of the staff. Staff sensitively guide children's behaviour, giving regular cuddles. As a result, children develop high levels of emotional security and confidence. Staff prioritise children's social development. For example, mealtimes are a focal part of the day, when children sit with staff to enjoy healthy and nutritious food. Children quickly learn to set the table, use cutlery with increasing skill, and clear the table when they have finished. Staff engage children in conversation and model good manners. Children behave well and become capable and proud of their many achievements.

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

- The dedicated management team and staff have a strong vision for the future of the nursery. They work together to continually evaluate and improve the service they provide for families. For example, they carry out a detailed review of the organisation of each room in the nursery regularly. They then plan activities that meet children's specific needs and help them to make good progress in their learning.
- Families benefit from strong support and parents comment that they feel cared for, particularly throughout the COVID-19 pandemic. They particularly appreciate the regular communication between themselves and staff. This reassures them that their children are enjoying activities and doing well in their learning.
- The management team value the skills of each member of staff and provide good support for their professional development. For example, staff evaluate the practice of their peers and celebrate and share their good work. The manager ensures that staff are happy, enjoy working at the nursery and that the workload is manageable. This supports staff's physical and mental well-being, which enriches their work with the children.
- The nursery is very much a part of the local community and enjoys good relationships with other organisations, such as the local children's centre. Children take part in a rich set of experiences, such as family services and celebrations. This promotes their understanding of families and communities

beyond their own.

- Children make good progress in their language development. Staff place a high priority on children's communication skills. They have attended training, for example, and have implemented effective ways of encouraging children to express themselves clearly. They provide photos at mealtimes that prompt discussion and introduce new words to extend children's vocabulary.
- The manager and staff monitor children's development conscientiously and act quickly to ensure any gaps in learning close quickly. The special educational needs coordinator helps staff to develop plans for support. Staff work with individual children well and take advice from other professionals. Additional funding is used effectively, according to children's individual needs. This helps all children to make the progress they are capable of.
- Staff understand how children learn through play. For example, they expertly encourage older children to weigh and measure parcels in the post office role-play area. Children display their good early writing skills as they carefully form and sound out letters to make labels and address envelopes. Younger children begin to count accurately as they join in enthusiastically with songs and rhymes. Staff interact with children effectively throughout the nursery. However, at times they do not encourage children to fully explain their thoughts and explore their own ideas, to extend their learning to the highest level.
- Effective partnerships with local schools help children to move on in their education confidently. For example, school staff visit the nursery to get to know the children and talk to nursery staff about children's achievements. Children become excited as they try on school uniform in the role-play area. This helps them to look forward to moving on with confidence and self-assurance.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a firm understanding of their responsibilities to keep children safe. The premises are secure and staff carry out regular risk assessments to ensure all areas are suitable for children to play in and explore. Staff supervise children diligently at all times and teach them how to play safely. The manager and staff attend regular training to keep their understanding of child protection matters up to date. They know the signs that might lead them to be concerned about a child's welfare. They are clear about the correct procedures to follow in all circumstances, including whistle-blowing.

What does the setting need to do to improve?

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

- focus staff development on enhancing the quality of interactions with children even further to help them to express their own thoughts and ideas.

Setting details

Unique reference number	117151
Local authority	Plymouth
Inspection number	10234094
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 at time of inspection	1 to 4
Total number of places	72
Number of children on roll	123
Name of registered person	Elim Foursquare Gospel Alliance
Registered person unique reference number	RP520159
Telephone number	01752229563
Date of previous inspection	18 October 2016

Information about this early years setting

Roundabout Nursery registered in 1986. It operates from within Plymouth Christian Centre, Plymouth. The centre is open on Monday to Friday from 7.45am to 6pm, all year round, except for one week at Christmas. There are 19 members of staff who work with the children, 17 of whom hold relevant early years qualifications at level 3 or above. The setting receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Margaret Baird

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the manager completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out a joint observation with the manager and observed the quality of education being provided, indoors and outdoors.
- The inspector talked to children, parents and staff and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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