

# Inspection of Roundabouts Day Nursery

34 Crewe Road, Shavington, Crewe CW2 5JB

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Inspection date: 25 April 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Children in this nursery are not safe. There are times that children are being cared for by staff who do not have the required training to provide first-aid treatment should they have an accident. Children's safety is not assured. Furthermore, the manager has not ensured that all staff have the knowledge and skills required to ensure children's welfare in the event of a medical emergency.

Despite these significant weaknesses, children enjoy their time at the nursery and arrive ready to learn. They explore their environment with confidence. Children form strong bonds with their key person, which helps them to feel settled and secure. Children understand the rules and they behave well.

Toddlers have access to a dark and cosy sensory area. Children relax as they watch the bubble tube. Children of all ages share one outdoor space while building work is taking place to extend the pre-school room. This is managed well. All children play outdoors daily. This ensures that they get daily fresh air and exercise to promote good health.

Children learn from interactions that are purposefully planned to meet their needs. This helps children to make good progress. For example, as children explore vegetables, staff name them and talk about their textures. Staff repeat new words. This helps to develop children's communication and language skills. Staff have high expectations for children's learning that challenges them. For instance, babies develop physically as staff support them to take their first steps.

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

- Leaders do not have effective systems in place to support staff to undertake the required training courses needed to keep children safe. Leaders do not ensure that staff keep their knowledge and understanding of the main policies and procedures, such as paediatric first aid, up to date. Therefore, children are not kept safe in this environment. Furthermore, the manager does not ensure that there is the correct number of qualified staff working in each room. She does not accurately evaluate the provision in order to ensure requirements are met and that children are kept safe from harm.
- Personal development is inadequate because children are not kept safe. Despite this, children build secure attachments with staff. Children learn about how they are similar and different to others. For instance, babies giggle as they recognise themselves in a mirror. Older children are taught to recognise the facial features of their friends as they draw them. This helps children to appreciate what makes them unique and promotes a culture of equality.
- Staff know children well. They regularly assess children's stage of learning. This

helps staff to support children to build on prior learning. For instance, babies work on their hand-to-eye coordination as they begin to feed themselves. Toddlers confidently use forks and spoons to eat their lunch. In pre-school, children have developed the skills they need to serve themselves meals and pour their own drinks. Therefore, children develop their independence skills ready for their next stage in learning.

- Staff plan engaging activities that capture children's attention. For example, toddlers show resilience as they use a hammer to slowly chip away at ice. They beam as they discover penguins inside. Children's understanding of numbers improves as they count the penguins. Staff challenge children to find the matching numeral. Children are eager to participate and develop a positive attitude towards learning.
- The provision for children with special educational needs and/or disabilities (SEND) is good. Staff promptly identify children who need additional help and put effective support into place. The knowledgeable special educational needs coordinator (SENCo) meets regularly with other professionals to discuss children's progress and next steps. Additional funding is used to provide one-to-one adult support. These adults develop close relationships with children, which has a positive impact on their development. Children with SEND make good progress.
- Partnerships with parents are strong. Parents praise the friendly staff team and welcoming atmosphere. They are happy with the communication they receive through the online system. This includes photos, daily updates and assessments of children's progress. However, the nursery does not routinely share information with parents about how they can continue and extend children's learning at home. This hinders continuity between children's learning at home and at nursery.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not ensure that staff have adequate knowledge and training to enable them to keep children safe. However, staff demonstrate good knowledge of different types of abuse and what signs they are alert to. They know how to report any concerns that they have.

Staff carry out daily checks of the indoor and outdoor environment and remove any hazards that may put children at risk of harm. New staff members have appropriate checks to ensure they are suitable to work with children. Staff update their knowledge of safeguarding during regular staff meetings.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure at least one staff member who has a current full paediatric first-aid certificate is on the premises and available at all times when children are present	31/05/2022
ensure staff have appropriate qualifications, training and skills to enable them to provide the highest levels of care and education to children.	31/05/2022

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

- enhance the good partnerships with parents, so that they receive information on how they can further support children's learning at home.

## Setting details

<b>Unique reference number</b>	EY489022
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10236659
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	59
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Beyond Basic Learning Limited
<b>Registered person unique reference number</b>	RP527863
<b>Telephone number</b>	01270 749 560
<b>Date of previous inspection</b>	28 February 2017

## Information about this early years setting

Roundabouts Day Nursery registered in 2015. The nursery employs 12 members of childcare staff. Of these, one holds qualified teacher status, one holds a level 6 qualification, one holds a level 4 qualification and three are training towards a level 3 qualification. All others hold a level 3 qualification. The nursery opens Monday to Friday all year round, apart from one week at Christmas. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Amanda Richards

## 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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector conducted a joint observation with the manager.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- Parents shared their views of the nursery with the inspector.

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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