

Inspection of Roundstone Nursery School

17 Polebarn Road, TROWBRIDGE, Wiltshire BA14 7EG

Inspection date: 21 June 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are confident and keen to learn. They separate happily from their parents and carers, showing how secure they feel at the nursery. They quickly decide what they want to do, choosing from a varied range of resources which staff provide to support their learning. For example, there is a well-resourced 'creation station' outdoors where children can choose freely from a wide range of arts and crafts materials to express themselves. Children engage fully in enjoyable activities, such as making mud pies, and interact well with the attentive staff. They are well behaved and willingly follow instructions. They understand routines, such as washing their hands on arrival.

Staff have high expectations for all children, including those who need additional help. They provide tailored support to help them make good progress from their individual starting points. Staff offer praise and encouragement to help children become active learners and support children's learning effectively. For example, they talk to them about what they are doing and ask questions to help them think.

The nursery remained open for the children of key workers during the COVID-19 pandemic. Staff offered regular online lessons for those children who were not attending and kept in touch with parents to check on the welfare of families and children.

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

- Staff know children well. They work with parents to find out about each child and make ongoing observations of children's progress. This enables them to identify what children need to do next and plan how to support them in this. Staff provide a varied range of learning opportunities and extend what children are doing to help them make good progress. Leaders have a clear understanding of the curriculum. However, staff's understanding of the curriculum is not as strong, which limits their ability to offer further support for children's progress.
- Children who need additional help are supported particularly well. Staff work in highly effective partnerships with other agencies to ensure that children get the support they need to make good progress. They use a variety of methods, including visual aids, to support children who have delayed communication skills or do not speak. Children who do not speak English at home are also well supported. Staff give them opportunities to speak their home language in the nursery, which supports their communication skills and they learn English rapidly. This is a two-way process as children help staff to learn words in their home language.
- Children are self-assured and move around the nursery with confidence. Those who are verbal chat to their friends and staff and initiate conversations with

visitors. Children make independent choices about their play and staff build on these to support their learning. Children have varied opportunities to practise their independence skills, such as washing their hands. However, staff do not always ensure that children are able to practise these skills at snack time and lunchtime. This does not fully support those children who are moving on to the next stage of their education.

- Children learn about their feelings and how to manage them. Staff use resources that help children to recognise their emotions and they model good relationships. Children show respect for one another. For example, they fetch another child's sun hat for them. Staff talk to children about sharing, taking turns and using good manners. Children willingly meet these expectations.
- Leaders and staff work well together as a team and have a shared understanding of the ethos of the setting. They reflect on the quality of the provision together and make changes to improve it. For example, they realised that children were not using the role play area much so have tried different layouts to make it more attractive to them. Leaders value staff and give them good opportunities to improve their knowledge and skills. They also check on their well-being, which has become a particular focus during the pandemic.
- Partnerships with parents are particularly effective. Staff regularly share information with them about their children's progress. They work especially closely with those whose children need additional support. This involves parents in their children's care and education.

Safeguarding

The arrangements for safeguarding are effective.

There is a good safeguarding culture at the nursery. Leaders and staff complete relevant training to update their knowledge and know the signs that a child may be at risk of harm. They confidently describe the procedures in place to deal with concerns. Staff know that safeguarding is everyone's responsibility and explain that they would make a referral themselves if leaders did not take appropriate action. They ensure that the premises are safe and secure and help children learn about staying safe.

What does the setting need to do to improve?

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

- develop further the opportunities for children to practise independence skills, particularly those who are moving on to the next stage in their education
- enhance staff's understanding of the curriculum to enable them to further support children to make the best possible progress.

Setting details

Unique reference number	EY450705
Local authority	Wiltshire
Inspection number	10235901
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	30
Name of registered person	Kennedy, Cindy Jayne
Registered person unique reference number	RP516351
Telephone number	01225775635
Date of previous inspection	19 September 2016

Information about this early years setting

Roundstone Nursery School registered in 2012 and is situated in Trowbridge, Wiltshire. The nursery is open each weekday from 8.30am to 4pm, during term time only. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are five members of staff, including the owner/manager. The owner/ manager holds qualified teacher status and the four remaining staff hold qualifications in childcare at level 3.

Information about this inspection

Inspector

Catherine Sample

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager and the deputy manager about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children who need additional support.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation.
- The inspector spoke to several parents during the inspection 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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