

# Inspection of Roundhill Day Nursery

The School House, Kingsway, STOURPORT-ON-SEVERN, Worcestershire DY13 8NH

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Inspection date: 8 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 happy and thoroughly enjoy the time they spend at the nursery. They confidently separate from parents, greet their friends with enthusiasm and quickly settle to their chosen activities. Children benefit from kind and caring staff. Babies readily approach key persons for cuddles and comfort, when they need reassurance. Older children invite staff to join in with their play. Children behave well. They are kind and considerate towards each other and know how to share and take turns.

Staff have high expectations for all children. They interact well with children during play. This helps children to remain motivated and engaged. Babies enjoy exploring the different textures of cooked and uncooked pasta. Toddlers enjoy exploring electronic toys, learning how to press the different buttons to make different sounds and effects. Pre-school children develop their small-muscle skills using different tools when playing with play dough. Older children confidently invite visitors to join in with their play. Children of all ages enjoy making marks with various media, including crayons, paint, and water. This helps them to develop the skills they need for early writing. They enjoy exploring and mixing the different colours of paint, excitedly predicting what new colours they may make.

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

- The quality of teaching is good. Staff carry out assessments to inform their planning of future activities. This ensures any gaps in learning are identified and acted upon. All children, including those who speak English as an additional language, make good progress in their learning. They are gaining the skills needed to prepare them for their future learning.
- Staff promote children's communication and language skills well. They engage children in regular conversations, taking the time to listen attentively to children's thoughts and ideas and giving them time to think and respond to questions. Children of all ages enjoy singing a range of songs and rhymes. Staff read frequent stories to children. They adapt their tone of voice to enthuse and excite children.
- Staff know children well. They plan activities and experiences based on children's current interests. Children are eager to join in with activities on offer. However, some of the activities planned do not always focus enough on what staff want children to learn.
- Staff promote children's physical skills well. They encourage babies to become confident walkers. Babies giggle with excitement as they carefully negotiate the indoor climbing area. Older children practise their physical skills in the garden, where they negotiate space on ride-on toys. However, occasionally, some staff step in too quickly and help with tasks children are able to do for themselves,

such as taking off children's shoes in preparation for sleep time.

- Children's health is given a high priority. Children understand the reasons why they need to wash their hands after using the toilet and before eating. Staff talk to them about the importance of having sun cream on and wearing a hat in the garden when it is sunny. Children are reminded to drink plenty of water to ensure they stay hydrated. They are offered healthy meals and snacks according to their individual requirements.
- Staff act as good role models to children. They offer children gentle and age-appropriate reminders about what is expected from them. Children know the rules and follow them well. Staff offer children frequent praise and encouragement. This helps to promote children's emotional well-being.
- Parents spoken to on the day of inspection express their complete satisfaction with the nursery. They say the staff are 'fantastic'. Staff communicate effectively with parents, sharing information at handovers and via the online system. Parents say their children are very happy attending. They are completely happy with the care and education their children receive.
- The manager and deputy are passionate about providing the best possible experiences for all children. They lead their staff team very well. Staff are offered ongoing support and professional development opportunities. This helps to strengthen and build upon their good practice.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of child protection issues and are confident with the procedure to follow should they have concerns about children's welfare. They can recognise the signs and symptoms of abuse and neglect. They understand the importance of ensuring they maintain a safe environment for children to play in. Staff supervise children well. Staff understand the process to follow to report concerns regarding staff to relevant agencies, if ever needed. The manager has a good understanding of safer recruitment processes to ensure the suitability of staff working with children.

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

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

- help children develop their independence further by allowing them to carry out tasks they are capable of completing themselves
- support staff to focus more on what they want children to learn from activities, so that they make the best possible progress.

## Setting details

<b>Unique reference number</b>	EY496641
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10236770
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare 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>	27
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Roundhill Day Nursery Limited
<b>Registered person unique reference number</b>	RP531978
<b>Telephone number</b>	07521338249
<b>Date of previous inspection</b>	9 August 2016

## Information about this early years setting

Roundhill Day Nursery registered in 2015. The nursery employs 11 members of childcare staff. Of these seven hold appropriate early years qualifications at level 3, including one with early years professional status. The nursery opens from Monday to Friday, closing for one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Amanda Tompkin

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector, the manager and the deputy manager completed a learning walk to understand how the setting operates and how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection. She spoke to parents during the inspection and took account of their views.
- The inspector completed two joint observations with the manager and deputy manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.

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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