

Inspection of Roundabouts Day Nursery

34 Crewe Road, Shavington, Crewe CW2 5JB

Inspection date: 31 August 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children enter the nursery happily. They are pleased to see the friendly, welcoming staff. They confidently approach visitors and involve them in their play. This demonstrates that children feel very secure and at home in the familiar surroundings. Staff promote children's physical development well. Babies pull themselves to standing and discover interesting toys on a sturdy table. This helps babies to develop core strength and balance. Older children work with staff to build obstacle courses. They try out different ways of moving across the obstacles. This helps children to be ready to face new physical challenges as they grow.

Parents and carers feel really well supported by the nursery team. They say that they never feel alone when concerns about children's development arise. During the COVID-19 pandemic, some children transferred temporarily to the provider's other nursery. Parents report that staff managed the change well. They say that children enjoyed and benefitted from the new experience. Staff are positive role models for children. They work well as a team and this sets a good example for children. Children behave in a friendly way towards each other. Older children negotiate and modify rules for cooperative play. They begin to listen to each other's ideas.

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

- The provider took swift action to remedy breaches to requirements identified at the last inspection. All childcare staff now hold a paediatric first-aid qualification. The qualifications of staff in all rooms meet or exceed the minimum requirements set out in the 'Statutory framework for the early years foundation stage'. This helps to promote children's safety and learning.
- Overall, the supervision of staff is effective. Staff feel motivated and supported to improve their professional skills and knowledge. However, there are occasions when staff do not know precisely enough what to do to help children achieve to the highest level. The impact is that children do not make the swiftest progress possible from their starting points.
- Managers evaluate practice and make changes that benefit children's learning. They removed high-sided boxes from child-level shelves in the toddler room. Toys are now arranged on the shelves in a more inviting way. This promotes children's choice and independence. Every shelf has a photo of the toys that belong there. Toddlers match the toys to the pictures when they tidy up. This helps to promote their early reading skills.
- Staff generally sequence children's learning effectively. Toddlers put their outdoor shoes on with the help of staff. Older children are proud that they have learned to do this independently. However, some learning is not sequenced well enough. For example, some staff ask children to match numerals to quantities

before the children have gained secure counting skills. This does not help children to build step by step on what they know and can do.

- Staff help children to form habits that promote their good health. They make sure that children in the baby room take regular drinks. Older children have ready access to their own water bottles. They know that water helps to keep them healthy.
- Staff help children to extend their vocabulary during routines and activities. For example, they teach children of all ages the words to songs and rhymes. Staff tell babies that lions 'roar' and cows 'moo'. Babies begin to copy the sounds. Older children listen to a popular story. This helps them to learn more words for sounds. For example, the 'tick tock' of the clock and the quiet 'humming' of the fridge.
- Managers form positive partnerships with other professionals. For example, they implement advice from specialist professionals, such as speech and language therapists. Managers use additional funding effectively to support the learning and development of children who receive it. All children, including those with special educational needs and/or disabilities, make good progress from their starting points.
- Parents feel supported to continue their children's learning at home. For example, staff send games home for children and parents to play. Parents like the online app that staff use to record children's daily routines. They welcome the information that staff provide about the menu and how much food children eat. This helps to promote continuity in children's care and diet.

Safeguarding

The arrangements for safeguarding are effective.

The provider ensures that managers and staff refresh and extend their knowledge of child protection matters. Staff know what to do if they are concerned that a child is at risk of abuse. Managers know how to respond quickly to any allegations that staff's behaviour towards children is inappropriate. Staff check and minimise hazards to children's safety. They involve children in managing risk. For example, children think about safety when they help to design obstacle courses. Staff keep required records, such as accident reports. They are vigilant about ensuring that children's medicine is given at the right time.

What does the setting need to do to improve?

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

- sharpen the performance targets for individual staff, so that they know precisely what they must do to raise the quality of their teaching
- sequence children's learning even more effectively, so that progress towards the early learning goals is built on really firm foundations.

Setting details

Unique reference number	EY489022
Local authority	Cheshire East
Inspection number	10243341
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	0 to 4
Total number of places	42
Number of children on roll	50
Name of registered person	Beyond Basic Learning Limited
Registered person unique reference number	RP527863
Telephone number	01270 749 560
Date of previous inspection	25 April 2022

Information about this early years setting

Roundabouts Day Nursery registered in 2016. The nursery employs 11 members of childcare staff. Of these, one member of staff holds a qualification at level 6, one holds a qualification at level 4 and five hold qualifications at level 3. One member of staff holds qualified teacher status. The nursery opens from Monday to Friday, all year round. 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
Susan King

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 provider and has taken that into account in their evaluation of the setting.
- The manager and inspector completed a learning walk of the nursery. They discussed the early years curriculum.
- The inspector observed the quality of education being provided. She assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the nursery manager. She spoke with staff and took account of what they said.
- The inspector observed and spoke with children. Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documents 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022