

Inspection of Magic Roundabout Pre School

Victoria Park Church Halls, Victoria Park, Edghill Road, Bournemouth, Dorset BH9 2PH

Inspection date: 2 February 2023

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 come happily in to play and separate from parents easily as they look for their friends. Staff are very warm and welcoming, and children feel safe and secure. Parents are relaxed as they leave their children here, as they know they will be well cared for. Staff are attentive and sensitive to the children's needs. For example, staff offer reassurance to children who are settling by mirroring routines from home.

Children look to staff for praise and support, both of which are freely given. At carpet time, staff encourage children to share their news with their friends. Children talk about their experiences from the weekend or sing a song they have made up. This helps to build the children's self-esteem and prepares them well for school.

Staff ensure that children are learning in a sequenced way. They check that children understand before moving on to a new topic. Children respond well to instructions from staff and are eager to answer questions to show what they know. For example, they recall that a flamingo is 'a big, pink bird'.

Staff have high expectations for all children including those with special educational needs and/or disabilities. They monitor children's progress well and identify when some children need extra support. All children progress well. Parents comment that they receive good communication from staff who have time to listen.

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

- Staff are excellent role models and children are polite and well behaved. Children know what is expected of them and they are familiar with the routines. For example, they quickly line up to wash their hands before snack time. Children are learning about how to keep themselves healthy.
- Staff plan enticing activities for children to explore and children are inquisitive. They are engaged for long periods in den-making and a construction activity using large wooden blocks. Children demonstrate their problem-solving skills with the blocks as they build a 'bridge'. They show that they are resilient learners as they move the blocks around until they have successfully and proudly completed their task.
- Children play together happily and demonstrate positive friendships. For example, older children support younger friends when playing a board game when they are unsure of the rules. However, during minor disputes, staff do not always support children to learn that their actions can have an impact on others.
- The manager is very proud of her staff and her setting. She is enthusiastic and dedicated to providing children with the best possible start in life. She values her

staff team, many of whom have been here for many years. Together, the team work well together to create a nurturing environment for children. They often evaluate the setting to promote continuous improvement.

- Staff support children to develop a love of books. Children listen intently as staff narrate stories in an expressive way. They encourage children to participate and make predictions about what will happen next. When children suggest an answer, staff ask their peers to debate if they are right. Children are developing confidence to think and discuss topics openly.
- Staff help to extend the children's vocabulary and give them time to absorb new words, such as 'indestructible'. Skilful staff break the work down into manageable syllables and ask the children to repeat them together, which they do with pride.
- Children are active and have plenty of opportunities to play outside. They have access to a wide range of resources and equipment, which help them to develop their physical skills and coordination. Children run and jump and ride on bikes and scooters.
- The setting is community based, and children learn about different people, cultures and beliefs through books, activities and discussions. Children enjoy walks to the local shops, library, and post office. They are learning about the world around them. However, staff do not always support children to learn about technology in everyday routines.
- Children's well-being and enjoyment are central to everything that the staff do. Their focus is being with the children, teaching as they talk and play. Parents state that the staff 'make the children's happiness their goal.'

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff have access to safeguarding training and that staff keep their knowledge up to date. Staff can identify signs and symptoms of all forms of abuse and who they should alert if they have concerns for a child's welfare. Regular staff meetings prompt safeguarding discussions so any concerns are monitored and acted upon. The manager follows strict vetting procedures when recruiting staff so that all staff are suitable to work with children. New staff receive a thorough induction, to ensure that they are familiar with all safeguarding policies and procedures.

What does the setting need to do to improve?

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

- support children to understand that their actions can have an impact on others
- use opportunities within daily routines and throughout the session to talk to children about technology in the world around us.

Setting details

Unique reference number	EY331874
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10263941
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	23
Name of registered person	Aldred, Margaret Susan
Registered person unique reference number	RP513081
Telephone number	07980492956
Date of previous inspection	17 May 2017

Information about this early years setting

Magic Roundabout Pre School registered in 2006. The privately owned pre-school is situated in Winton, Bournemouth and is open Monday to Thursday, from 9am until 2pm, during school terms only. The pre-school receives funding to provide free early years education for children aged two, three and four years. There are six staff employed. Of these, two hold childcare qualifications at level 3 and two hold qualifications at level 2.

Information about this inspection

Inspector

Fiona Whitwell

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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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