

# Inspection of Roundabouts Day Nursery

Willaston House Business Centre, Crewe Road, Willaston, NANTWICH, Cheshire  
CW5 6NE

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Inspection date: 7 March 2023

<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 well cared for at the nursery. They are content in their surroundings and show confidence in making choices about how they spend their day. Babies settle quickly as staff follow their routines from home. They quickly build relationships with adults who readily offer cuddles. This helps babies to feel secure.

Children experience a range of opportunities. For example, a visiting guide dog helps children to learn about how to interact with working animals. A local swimming club visit to teach children about water safety. Children frequently visit a local residential home, where they build relationships with older people. Children gain a deep understanding of the wide world in which they live.

Children's behaviour is good. Toddlers eagerly join in with tidying up and help staff to keep their environment clean and safe. For example, toddlers help staff to sweep up sand. Children learn about their feelings and how to express what makes them feel happy or sad. This helps them to understand and manage their emotions. Children's learning progresses over time as teaching consistently builds on what they already know. Staff have high expectations of children that rise as children get older. For example, children learn additional rules as they progress through each room.

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

- Staff know the children very well and plan learning to meet their individual needs. The manager has a strong vision for the curriculum. Additional funding is used effectively to support individual children. Learning follows a sequence that helps children to make progress across all areas of learning.
- Children with special educational needs and/or disabilities (SEND) are supported well. The special educational needs and disabilities coordinator (SENCo) works well with other agencies to provide support for children. A range of strategies are used to help children, such as a visual timetable. Children with SEND make good progress.
- Times of transition are not always utilised effectively. For example, at times, children wait too long for food once they have sat down at tables. This leads to limited learning taking place at these times.
- Children who speak English as an additional language are helped to develop their English. Staff use simple sentences and visual cues to support children's understanding. This helps children to achieve a good understanding of English and to develop their vocabulary over time.
- Children's independence skills develop as they get older. For example, younger toddlers feed themselves using spoons. Older toddlers use knives and forks and

pre-school children skilfully pour their own drinks. This helps children to develop confidence in their growing independence skills.

- Children learn to take manageable risks in their play. For example, children are helped to build obstacle courses. They develop their physical skills as they climb and balance. Children learn to persevere when they face difficulties, developing their self-esteem and resilience.
- Pre-school children do not always focus during whole-group activities. Groups are large, and staff do not ensure that all children are listening before beginning teaching. This means that not all children are ready to learn.
- Staff undertake a range of professional development. The manager observes staff practice and provides additional support and training for staff when needed. She evaluates the setting effectively, which helps the nursery to continually develop over time.
- Parents are very happy with the nursery. The nursery engages families in a variety of ways, such as parent workshops and parents' evenings. Staff share children's progress with parents and give them ideas for how they can continue children's learning at home. This helps to ensure learning is consistent between the nursery and home.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have secure knowledge of different types of abuse and the signs of each one. They know how to report any concerns they have. Staff take part in regular safeguarding training to keep their knowledge up to date. Robust processes are in place to help ensure new staff members are suitable to work with children. Children learn about road safety as they carefully cross the nursery drive to get to an outdoor play area. They walk slowly and hold onto a rope. This helps children to learn how to keep themselves safe.

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

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

- evaluate how times of transition can be utilised effectively to support children's development
- consider how group activities are organised in pre-school to support children's positive behaviour and engagement.

## Setting details

<b>Unique reference number</b>	EY369988
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10276653
<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>	106
<b>Number of children on roll</b>	158
<b>Name of registered person</b>	Beyond Basic Learning Limited
<b>Registered person unique reference number</b>	RP527863
<b>Telephone number</b>	01270 650 382
<b>Date of previous inspection</b>	26 July 2017

## Information about this early years setting

Roundabouts Day Nursery registered in 2008 and is based in Nantwich. The nursery employs 24 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, with one holding qualified teacher status and one holding early years professional status. Appropriate early years qualifications at level 3 are held by 14 staff and three hold a qualification at level 2. 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

Amanda Richards

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the nursery and has taken that into account in their evaluation of the nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the nursery with the inspector.
- The manager provided the inspector with a sample of key documentation.

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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