

Inspection of Merry-Go-Round Pre-School

Merry Go Round Pre School, Stokenham, KINGSBRIDGE, Devon TQ7 2SJ

Inspection date:

26 May 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The manager and staff have a clear vision of what they want children to learn and achieve. However, arrangements for children who have special educational needs and/ or disabilities (SEND) are not fully effective. Children with SEND do not receive the support they need to help them to access the learning opportunities and gain in their confidence.

Children form close relationships with their peers. Staff are kind and caring, and children seek them out for reassurance or help when needed. Children behave well and there is a friendly and calm atmosphere. Staff support children very well to develop their social skills. Children eagerly share information about their homes and families, and they take turns and share well when playing.

The outside area at the setting has been developed and it supports children's developing physical skills well. In the garden, children practise climbing, sliding and balancing. Children take great delight in exploring the secret garden pathways and playing imaginatively in a beach-themed play area. Children enjoy taking part in weekly forest school sessions with an accredited leader, where they learn to develop their knowledge of the world.

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

- Staff do not interact effectively enough with children to engage them more successfully in the learning opportunities. For example, children enjoy exploring the sandpit and investigating making marks with the trucks on the sand. They show staff the marks they have made, but staff do not challenge them further to extend their curiosity.
- The curriculum for most children focuses staff effectively to target children's learning needs. For example, children squeal with delight as they investigate whether objects float or sink in the water tray. However, the leadership and management team does not ensure that the curriculum supports children with SEND as well as it could, so that children are not left wandering around the environment, disengaged.
- The manager, who is also the special educational needs coordinator, does not have clear arrangements to help identify where early help is needed to ensure that prompt support can be put in place to target what children with SEND need the most. For example, when outside professionals support the children, she does not find out how she can continue the support when they are not there, so that children receive consistent and targeted input.
- Staff promote children's communication and language effectively. For example, they adapt their language when they talk to children. Staff ask more complex questions of older children as they enjoy creating stone bumblebees. Children

discuss pollen collecting with staff and enjoy using a magnifying glass to observe pollen on flowers.

- Children are developing an understanding of how to lead healthy lifestyles. They are eager to share their knowledge about healthy, balanced diets. They enjoy explaining that you should eat a lot of some foods and a little of others. They enjoy sharing how important it is to brush their teeth every day. Children enjoy fresh air and exercise in the outdoor area.
- Staff support children to develop mathematical skills. They model mathematical language and concepts and encourage children to use numbers in their play. Children learn to count, identify shape, size, and make comparisons. For example, staff talk to children about the varying size in bugs and insects during an activity. Children enjoy picking up small bugs with tweezers and large bugs with their fingers and talk about the differences they see.
- Staff help children to gain literacy skills and support them to enjoy books. Children enjoy sharing books and stories with each other. Children develop early writing skills as they make marks with crayons, pens and felt-tip pens.
- Staff communicate with parents regularly. They talk to parents at drop-off times and when they collect their children. These times are beneficial for building relationships between the pre-school and families. Staff share general information about the children's day. Parents are invited in for regular stay-and-play sessions.
- Staff meet children's personal care needs. Staff have appropriate equipment and procedures in place for changing nappies and staff monitor children's toileting needs. They provide a gentle reminder to children if they see signs that the child needs the toilet.

Safeguarding

The arrangements for safeguarding are effective.

Staff are knowledgeable about their roles and responsibilities in keeping children safe. They recognise the signs and symptoms of abuse and neglect. They know how to report any concerns about a child's welfare to the designated safeguarding person at the pre-school. All staff know how to contact the local authority safeguarding team if needed, so they can work together to protect children from harm. There are effective recruitment and induction procedures for new staff to ensure that those who work with children are suitable. Children learn how to keep themselves safe. For example, they know the importance of wearing sun cream in the sun and of drinking lots of water in the heat.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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improve the arrangements for supporting children with SEND, to put early help in place and work more closely with other professionals, so children with SEND receive prompt support to close gaps in their learning.	07/07/2023
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To further improve the quality of the early years provision, the provider should:

- improve the delivery of the curriculum to focus more sharply on what children with SEND already know and need to learn next
- develop staff's interactions with children to provide them with the support they need to engage fully in the learning opportunities.

Setting details

Unique reference number	EY292062
Local authority	Devon
Inspection number	10289245
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	20
Number of children on roll	34
Name of registered person	Merry Go Round Pre-School And Toddler Group (Stokenham)
Registered person unique reference number	RP901148
Telephone number	01548 581 440
Date of previous inspection	17 November 2017

Information about this early years setting

Merry-Go-Round Pre-School registered in 2004 and is open Monday to Friday from 9.15am to 3.15pm, term time only. The pre-school offers free early education funding for two-, three- and four-year-old children. There are four members of staff who work directly with the children. The staff hold early years qualifications at level 3 or above.

Information about this inspection

Inspector
Shirley Evel

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector spoke with parents as part of the inspection process.
- The manager and the inspector carried out a joint observation.

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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