

Inspection of Merry-Go-Round Pre-School

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

Inspection date: 21 February 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enter this pre-school with enthusiasm and are warmly welcomed by friendly and nurturing staff. They demonstrate high levels of confidence, behave well and show a positive attitude to learning. Children feel safe in their environment and with the staff who care for them. They spontaneously give adults a cuddle or invite them into their play.

Staff plan and deliver the curriculum well to ensure that all children, including those with special educational needs and/or disabilities, develop into confident and independent learners. Staff focus on supporting children's mental health. For example, they design and implement 'pamper sessions' where children come to the pre-school in their pyjamas and dressing gown ready for a day of indulgence. Staff paint their nails and offer face painting for those children who want it. They encourage children to talk about their feelings. Staff tell children that their voice matters. They listen to children and respect their views and opinions. Staff provide children with positive affirmations and talk to them about children's own skills and what they are good at. Children's self-esteem is high.

Children play well together and show respect towards others and the environment. They listen effectively and follow staff's instructions, such as when it is time to tidy up. Children work effectively together. They help to complete a jigsaw as a team before putting it away in the designated drawer.

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

- Children enjoy outdoor activities, such as making bird feeders with lard and seed. Staff talk to children about different seasons and how birds need additional food in winter. This helps to support children's understanding of the world. Children talk about the texture of the lard and how it feels soft and sticky. Staff extend the activity to help further develop children's hand-eye coordination. Children concentrate and focus well while trying to thread circular pieces of cereal onto pipe cleaners. Children feel proud of their accomplishments and hang these up for the birds to enjoy.
- Parents are highly involved with raising funds with staff to benefit the pre-school. Bingo nights and local fairs provide enjoyment for all the family. This helps to build a positive parent and staff relationship. Staff utilise parents' skills well. Parents kindly offer to play an active role in the pre-school, such as coming in to read stories with the children or to construct a new summer house. This will provide an extra area for children to play in. Although parent partnerships are effective, staff do not always provide a consistent approach in supporting children's learning at home to help them make even more progress.
- The pre-school has formed positive links with the local community and has

received donated items, such as daffodil bulbs. Staff use these to provide children with an understanding of what plants need to grow. Children enjoy using their physical skills to dig up soil and place it in their pot. They talk about what a plant needs to grow, such as sunlight and rain.

- Staff enable children to share their ideas and thoughts throughout the day. For example, children are asked to choose which songs to sing at group time. Children all join in and sing enthusiastically, which develops their communication skills. After singing, children go to the bathroom in small groups to wash their hands before lunch. During these times, the remaining children sit quietly and wait patiently. However, staff do not always engage with children effectively during these times to help them to remember what they have learned throughout the day and build on their existing knowledge.
- Children develop a love of books and enjoy listening to staff read traditional tales. They then create their own 'gingerbread man' picture. Children enjoy selecting a variety of materials, including feathers, pom-poms and sequins. Staff encourage younger children to develop their focus and attention skills, engaging them in conversations. Staff support older children to retell the story in their own words. They ask children how the gingerbread man might have felt. Children say he was laughing as he got away from the little old man and woman in the story.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- provide a consistent two-way approach to children's learning at home
- engage consistently with children, particularly during quiet times, to help them recall and build on their existing knowledge.

Setting details

Unique reference number	EY292062
Local authority	Devon
Inspection number	10299838
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	31
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	26 May 2023

Information about this early years setting

Merry-Go-Round Pre-School registered in 2004. It is open from Monday to Friday, term time only. Sessions are from 9.15am to 3.15pm. Five members of staff work directly with the children. The manager holds an early years qualification at level 4, two members of staff hold qualifications at level 3, and two members of staff are working towards a childcare qualification at level 3. The pre-school offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Steward

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The manager joined the inspector on a learning walk and talked about the pre-school's curriculum and what they want children to learn.
- The inspector spoke to children, to find out about their time at the pre-school.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation during a creative activity.
- Parents shared their views of the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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 2024