

Inspection of Roundabout Pre-School Ltd

Horsforth Newlaithes School, Victoria Crescent, Leeds, West Yorkshire LS18 4PT

Inspection date: 2 July 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 Good

What is it like to attend this early years setting?

The provision is good

Children are enthusiastic and happy to attend this welcoming pre-school. Staff interact with children kindly and calmly. They celebrate the individuality of their children. Staff encourage children to solve problems and think of their own ideas. Outside, children use guttering and taps to make a water wall. Staff ask children what they think will happen and encourage them to solve the problem of the water pooling. Children take time thinking and are confident to share their ideas. Staff are consistent in their approach to teaching and children feel safe and secure in the setting.

Staff provide many opportunities for children to be independent learners. They provide an environment which is engaging and easy for the children to access. Children's behaviour is good. Staff set clear boundaries and expectations. Children share resources and are kind to one another. They learn to use bikes and scooters safely, navigating the outdoor track with skill and confidence. Staff teach children how to use scissors and pencils effectively. They provide lots of opportunities for children to experience different crafts. Children take care over what they make and are free to be creative. They are proud to show and describe the different types of unicorns they have made in their junk-modelling activity.

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

- Staff use purposeful interventions to support children who speak English as an additional language. They implement effective strategies which are thoughtfully sequenced and consider the impact of language on the child's wider development and well-being. As such, children show high levels of confidence and are proud to describe and display the paintings they have made. They make links to what they know already. For example, children paint a pumpkin, which links to a familiar story.
- Children's communication and language development is promoted well. Leaders utilise training to embed a consistent approach across the staff team. Interactions are carefully considered and differentiated to the children's level of development. Staff slow down and simplify instructions when needed and expand children's vocabulary.
- Staff plan interesting and appropriate activities with clear curriculum intent. They use a range of teaching strategies including modelling and open-ended questions to progress children's development in a purposeful way. As such, children are engaged in small-group activities and show an eagerness to participate in active learning. However, large-group times are not always effectively differentiated for the varying levels of development in the group. This leads to some older children being distracted at times.
- Leaders implement an effective key-person system which puts the unique child

at the centre. Staff know children well and use their interests to motivate them. They know what they want children to achieve. Staff understand the importance of preparing children for their next stage of learning. They use sensitive interactions to extend children's learning in the right direction. Staff comment on the pictures the children have made and ask inquisitive questions. However, staff do not always extend children's ideas further, especially for the older children. This means children may not always make the progress that they are capable of.

- Leaders have a clear vision for the setting, both in the long term and what they want to achieve daily. They support staff through effective supervision and peer observation. Leaders give staff regular, insightful feedback. This has created a positive and open culture of reflective practice. Staff share information to make sure all children are supported effectively.
- Parents speak very highly of the setting and how welcoming staff are. They say the setting is 'worth its weight in gold'. Parents say their children enjoy attending and staff provide a range of resources and activities that the children love. Parents enjoy attending events which celebrate their children's work, including a recent tea party. Staff share information with parents. Parents know what their children are working on and can describe the progress that they have made. They comment on the excellent support they receive.

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:

- ensure large-group activities are effectively differentiated to the age and stage of all children taking part
- support staff to recognise and extend learning opportunities to an even higher level.

Setting details

Unique reference number	EY496163
Local authority	Leeds
Inspection number	10351245
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	34
Name of registered person	Roundabout Pre-School Ltd
Registered person unique reference number	RP910562
Telephone number	07960855265
Date of previous inspection	18 October 2018

Information about this early years setting

Roundabout Pre-School Ltd registered in 2015. The pre-school employs six members of childcare staff, four of whom hold appropriate early years qualifications at level 3 or above, including the manager, who holds a qualification at level 5. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until midday, Monday and Friday, and from 9am until 3pm Tuesday, Wednesday and Thursday. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rob Yates

Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector reviewed relevant 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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