

Inspection of Rotunda Nursery

109 Great Mersey Street, LIVERPOOL L5 2PL

Inspection date: 11 November 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

The caring and nurturing staff build close bonds with children at this safe and welcoming nursery. Children are eager to attend. Even children new to the nursery reach out their arms to familiar staff and wave happily to their parents. Children form secure attachments with staff. They settle quickly. The curriculum has a keen focus on developing children's language skills. Babies are supported to use single words, and toddlers start to join words together into short sentences. Staff offer children new words as they talk about 'crunchy' leaves and 'soft' foam. Children learn descriptive words to add to their vocabulary. Children, including those who speak English as an additional language, make good progress in their speech and communication development.

Staff know each child well. They observe children's play, seeking out opportunities to support children's development. For example, staff join children as they play with water. They talk about the buckets of water being heavy or light. Children begin to learn early mathematical concepts. Overall, children display positive attitudes to their learning. Staff help children learn to play together. They consistently model caring behaviour. Staff are swift to remind children to be kind to their friends. Children copy good behaviours, and they generally behave well.

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

- Staff support children to develop their social skills. For example, they provide turn-taking experiences during play and demonstrate good sharing. Staff encourage children to consider their friends. As a result, children patiently wait their turn during activities. They make space for their friends to sit down at story time. Children develop good social skills.
- Staff generally plan the curriculum well and children are usually eager to engage. However, during some parts of the routine, consideration is not given to the different ages and abilities of all children. For example, all children are expected to listen to the same story. The story is too complex for some children. As a result, they lose interest and move away. On these occasions, some children are not fully supported to engage in learning.
- Staff acknowledge children's work and give encouragement with frequent praise throughout the day. For example, they use phrases such as 'well done' or 'good job'. However, staff do not regularly explain to children why they are being praised. As a result, children do not always know what they have done well and they do not persist with the task.
- Staff help children to consider risks as they play. For example, they remind children not to put toys in their mouths. They give children a clear explanation that this is not safe. Staff explain to children that they might hurt themselves. Children respond well. This helps to keep children safe.

- Staff help children to build their physical skills. For example, staff provide younger children with chunky crayons and mark-making opportunities. As they progress, children manage smaller crayons or pencils. Children develop skills of manipulation that will help as they learn to write. Larger muscle development is supported as children use steps, ride wheeled toys or lift large crates to build. Children make good progress in their physical development.
- Children benefit from outdoor learning experiences. For example, they lift large logs to look at bugs. Children use magnifying glasses as staff help them to count the legs on insects. Children develop skills of exploration and they build their knowledge of nature. In addition, staff help children to consider healthy lifestyles. They offer children healthy foods and drinks. Children begin to develop healthy eating habits.
- Staff support children with special educational needs and/or disabilities (SEND) well. They complete training to build their knowledge. Staff make swift assessments and timely referrals for support where needed. They work closely with other professionals and parents to offer targeted support. For example, staff use pictures or real objects to communicate with children who are developing their understanding of spoken words. Children with SEND make good progress from their starting points.
- Staff are supported with regular supervisions. They receive feedback on their teaching to continually improve their practice. Staff well-being is a priority. Staff say they are motivated and happy at work. As a result, staff retention is good. This helps children to receive care and education from consistent and familiar staff.
- The nursery is part of a wider organisation that offers a range of 'enabling services' to parents, such as advice sessions, employability skills and a 'food shed'. Parents explain that these services help them, for example, to provide healthy meals for their children.

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:

- consider the differing abilities of children so that all children consistently engage with, and benefit from, learning appropriate to their age and stage of development
- help children to recognise their achievements when giving praise, so they are supported to repeat skills and develop a 'can-do' attitude.

Setting details

| | |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | 322490 |
| Local authority | Liverpool |
| Inspection number | 10359812 |
| 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 | 1 to 3 |
| Total number of places | 18 |
| Number of children on roll | 12 |
| Name of registered person | Rotunda Ltd |
| Registered person unique reference number | RP524936 |
| Telephone number | 0151 207 2176 |
| Date of previous inspection | 6 December 2018 |

Information about this early years setting

Rotunda Nursery registered in 2001. The nursery is operated by a wider charity based organisation and is located in Liverpool. The setting employs seven members of childcare staff. Of these, one holds an appropriate early years qualification with early years teacher status, three hold a level 3 qualification and one a level 2. The nursery opens each weekday from 8am to 6pm all year round, with the exception of bank holidays and Christmas. The nursery provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Lynn Richards

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The inspector carried out joint observations of group activities with the manager.
- The inspector observed children, paying attention to how effective the curriculum is for children's learning.

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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