

Roundabouts Day Nursery

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

Inspection date	23/10/2012
Previous inspection date	16/09/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The manager leads the nursery well and together with the enthusiastic and motivated staff team successfully evaluates the provision in most areas. The team continues to make realistic and targeted plans for the nursery's development and this has had a positive impact on the quality of the provision.
- There are strong relationships with parents. Key persons work collaboratively with them to share observations and assessments regarding children's development, enabling their active involvement in their children's learning.
- Children in all age groups are settled and happy. Their active learning is encouraged by practitioner's firm understanding about how children learn; practitioner's skills in challenging and/or supporting children effectively enhance their progress.
- The indoor environment is particularly vibrant, stimulating and welcoming. The wide range of resources and exciting activities, planned from children's interests, support children well to make good progress.

It is not yet outstanding because

- There is scope to develop the use of the outdoor area for babies and to provide more challenging equipment in this area for preschool children.
- The systems for staff supervision are not yet fully embedded.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector held discussions with the manager at the beginning of the inspection.
- The inspector observed activities in the four base rooms and in the garden area.
- The inspector held discussions with parents and obtained their comments from parental surveys the nursery had carried out.
- The inspector conducted joint observations of activity areas with the manager.
The inspector looked at children's assessment records and planning documentation, checked evidence of suitability and qualifications of practitioners working with children and referred to the provider's self-evaluation form and documented systems that support the service.

Inspector

Dianne Andrews

Full Report

Information about the setting

Roundabouts Day Nursery was registered in 2008. The setting is run by the partners of Beyond Basic Learning Ltd and operates from an adapted former school building between Crewe and Nantwich, at the intersection of two main roads. Children are cared for within four main base rooms on the ground floor and they access their own secure outdoor area at the other side of the premises.

The nursery is registered on the Early Years Register. The setting is open five days a week from 7am to 7pm for 51 weeks of the year, excluding bank holidays. Children attend from the local community and surrounding areas. There are currently 54 children on roll aged from birth to five years. All of these are within the early years age range.

The nursery employs 12 members of staff, including the manager and all hold a recognised early years qualification and most are qualified to level 3 or above. It provides funded early education for two-, three- and four-year-old children and supports children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- promote children's physical development further by using the outdoor environment more frequently to enable babies to move and explore outdoors and provide a range of play equipment that provides challenge for older children
- develop further the systems for staff supervision as a means of coaching, mentoring and supporting their practice.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All children are making good progress and in some instances outstanding progress, as a result of the interesting range of activities available to them in the indoor environment and the enthusiastic teaching of all practitioners. Staff have adapted well to the new areas of learning under the revised Early Years Foundation Stage. They are embracing new systems to record and assess children's individual progress in relation to their starting points. They proactively involve parents in children's learning through the introduction of shared activities, such as 'bake-off' fund raising events. Parents contribute to children's assessments through the completion of their own observations of activities undertaken at home; this positively promotes continuity in children's learning experiences.

The accessible range of resources in every base room encourages the development of children's independence and allows them to initiate their own play and learning. All children are very settled and confident. Babies actively explore their surroundings, enjoying the sensory experiences all around them, such as, the spinning mobiles, colourful displays and the toys with buttons to press, which create effects. They develop their

mobility skills as they pull themselves up at the furniture and relish in the praise given for their efforts by their carer, which helps to build their confidence.

Practitioners skilfully help children to develop good communication and language skills using activities they are interested in. 'Rising threes' children sing familiar songs, encouraged by the repetition and rhyme. Toddlers become vocal as they run around the garden and make animal noises in response to adult's questions about animals they know. Pre-school children are encouraged to recall new vocabulary, such as 'cocoon' and 'antennae' as they retell the sequence of events that they have observed in the life cycles of butterflies they have raised. Practitioners supporting this age group have particularly effective story-telling abilities, which hold children's interests and ensure that they are fully engaged in their learning. They adamantly protest as the storyteller teases them with an incorrect ending to the story, making the correct ending very clear.

Some excellent teaching strategies are adopted as staff make effective use of spontaneous opportunities within activities to challenge or support children. This demonstrates that the key person system is working well and that staff have a good understanding of the developmental stages of individual children. Children are challenged to count, sort, categorise and match, using autumn leaves they have collected with their parents. They begin to represent numbers using their fingers and to count as they build with the bricks or to use the text and number-rich environment, to make connections in their learning.

Children's physical skills are developing very well through indoor activities, such as parachute games, they vigorously lift and stretch as they listen for the adult's instruction. They develop relationships as they work cooperatively with their playmates from other base rooms. They relish the fun and giggle infectiously as they play actively. Toddlers enjoy freedom of movement in the outdoor play area and use the equipment most suited to their age group, supported by the staff, to go over, up, down and through. They learn how things operate as they open and close the playhouse window and play 'peep-po' and throw the leaves up in the air, watching them settle to the ground. There is, however, scope for improvement in this area, in particular to provide more opportunities for babies to benefit from use of the outdoors and to provide more challenge for pre-school children within the equipment provided.

The contribution of the early years provision to the well-being of children

The staff and key persons form warm relationships with the children who are happy and relaxed in their care. Babies and toddlers show that they know the routine well and feel safe and content as they quickly settle for a sleep, reassured, where appropriate, by their comfort object from home. Older children approach staff members readily and confidently make their needs known. Children thoroughly enjoy their time at the nursery because they are treated equally, with respect, acceptance and inclusion of their individual needs. As a consequence, their experiences are positive and rewarding.

Children behave well. They are supported to play together and to share resources and to understand the boundaries; they talk to staff about the things that make them happy in nursery, such as being kind and having good manners and the things that make them sad,

such as fighting or shouting. This helps them to consider the effect of their behaviour on others. Children respond to the praise they are given by all staff and proudly show off the stickers they are awarded in their movement sessions, to promote their self-assurance.

Staff supervise children effectively and introduce routines, which help them to learn to keep themselves safe. For instance, young children recognise the need to put on wrist straps before leaving the outdoor play area and lift their arm in readiness. Children help to tidy away toys and to keep their play area safe. At lunchtime young children model the words used by the adults as they watch the meals being served, they wait patiently, repeating 'hot' in recognition of the reason for the wait. Children appreciate the tasty food and in the social setting are encouraged to try new flavours and textures, which promotes their enjoyment of a healthy diet. They access the drink bottles they bring from home whenever they want and readily ask for them to be refilled. They are helped to develop personal hygiene and self-care routines as they wash their hands before lunch and after toileting, recognising the reasons for doing so and developing skills they will need for the future.

The effectiveness of the leadership and management of the early years provision

The nursery's management have a clear understanding about the requirements of the revised Early Years Foundation Stage. They have made significant improvements to the provision since their first inspection, to promote children's opportunities in making good progress. They have a clear sense of purpose about what they want to achieve and have built a committed staff team. Together they use self-evaluation well to plan for future improvements, involving parents in this process by obtaining regular feedback through the use of questionnaires or through the available comments box. Parents are advocates for the provision and make comments, such as 'the excitement on my child's face as he enters the nursery each morning lets me know just how happy he is,' and 'fantastic environment! All children are happy and are learning new things all the while'.

Formal management systems, for instance, regular supervision sessions to support staff in their roles are continuing to develop. Managers are due to attend training to inform these systems in the near future. Despite this, practitioners work well as a team and are all clear about their roles and responsibilities. They know and understand the safeguarding procedures, having attended training to inform their knowledge. They are aware of the possible signs of abuse and have clear procedures to follow if there are concerns about a child in their care. Staff have a strong commitment to continual professional development and are encouraged to contribute to the good practice by introducing their own ideas, for instance, the dissemination of a user-friendly booklet produced by a staff member to aid all staff's use of the Development Matters tool. All of the required policies, procedures and documents are in place to support the service provided, together with details of the regulatory information regarding children's individual needs.

The stimulating and welcoming surroundings fully reflect children's backgrounds and the wider community. The good organisation of the educational programme reflects rich, varied and imaginative experiences that meet the needs of children well in the majority of

areas. Sessions organised each week to enhance the programme include, ballet and 'stretch and grow'. In addition, early French classes have been introduced to prepare children for their time at primary school, where the language is included in the curriculum. An innovative system has been implemented to track children's progress, ensuring their development in all areas and monitoring the overall effectiveness of the provision. Assessment through observations is rigorous and the information gained is used proactively to guide planning. Practitioners demonstrate a good understanding of how children make progress, as they challenge their thinking and support those that require additional help and in so doing, promote their disposition to learn.

Parents and carers are kept well informed about their children's achievements, well-being and development through newsletters, reviews of their development profiles and where applicable, two-year-old progress reports. Children benefit from the friendly exchange of information between staff and parents on arrival and collection, which ensures their changing needs are met and provides continuity of care. Good partnerships have been developed with other professionals who are involved in children's development, with settings in the area and with local schools. This ensures that children receive consistency in their care and learning offers positive support for the children's transition between provisions.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for

registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY369988
Local authority	Cheshire East
Inspection number	821234
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	54
Number of children on roll	54
Name of provider	Beyond Basic Learning Ltd
Date of previous inspection	16/09/2008
Telephone number	01270 669208

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted’s website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

