

# Round House Day Nursery

Inspection report for early years provision

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**Unique reference number** 229035  
**Inspection date** 24/02/2011  
**Inspector** Adelaide Griffith

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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Roundhouse Day Nursery was registered in 1999. It operates from three rooms in a listed building. The nursery serves the local area and parents who work in Birmingham city centre. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 8am to 6pm. Children are able to attend for a variety of sessions. A maximum of 38 children may attend the nursery at any one time. There are currently 40 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to eight years. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three- and four-year-olds. The nursery supports children who speak English as an additional language.

The nursery employs 11 members of child care staff. All hold appropriate early years qualifications to at least NVQ Level 2 and above. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall children in the Early Years Foundation Stage are making consistent progress in their learning and development. On the whole, their welfare is competently safeguarded and their care is well promoted. The nursery provides an inclusive environment in which children's diverse needs are effectively met. The management has used the self-evaluation process to make changes that support children's care and learning positively. They demonstrate a commitment to develop the setting further to support children and their families. The nursery works well with parents and external agencies to ensure that children get the support they need and continuity of care and learning.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop plans so that each child's learning is personalised to meet their individual needs and to extend their talents; this is with specific reference to more able children
- review the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and well-being at all times.

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

The management of the setting is good. Designated staff fully understand their responsibility to safeguard children's welfare and they ensure that all staff are well informed about procedures to protect children. Most procedures are implemented competently. For example, risk assessments for the premises are carried out routinely. However, the outside play area is very small and staff have not assessed the potential hazards when it is in use. This means that the risks to children are not effectively minimised.

The management are committed to making improvements in the setting. Staff frequently attend training to maintain their knowledge and understanding of issues relating to the early years sector, for example, work with babies. Currently, the manager and another member of staff are undertaking degree courses. Changes have been made to the planning and assessment systems and children are more effectively supported in their learning and development. Staff and parents are invited to contribute to the self-evaluation by completing questionnaires. The management demonstrates a strong capacity to maintain continuous improvements by addressing the recommendations from the last inspection competently.

The partnership with parents is good. Several methods including newsletters and electronic communication are used to keep parents informed about events in the setting. At the outset parents are provided with a pack which explains what they can expect from the nursery. Their child's starting points are discussed to agree the care of the child. Progress reports are shared at parents' evenings and all parents are actively encouraged to participate in activities. For instance, an open day for male carers and parents was arranged to include wider involvement. The setting is well supported by external agencies who provide guidance to meet children's care and learning needs. A summary of children's progress is passed on to other providers when children leave to attend those settings.

The setting provides a welcoming environment for all children who attend. Staff ensure that they obtain key words that can be used to facilitate communication with children who speak English as an additional language. All children's backgrounds are recognised through activities and an ample supply of resources reflects positive images of several cultures. This ensures that children have a real sense of belonging. Staff are deployed to work with children in small groups and the key person system encourages the formation of strong bonds of attachment which ensure that children feel secure in the setting.

## **The quality and standards of the early years provision and outcomes for children**

Children enjoy their time at the setting where they feel comfortable as they move around in the well-resourced rooms. Children's independence is promoted

effectively through a wide range of procedures. For instance, the system at meal time ensures that they develop appropriate self-help skills. They are forming firm relationships with their peers and, with encouragement, take turns at sharing resources. Children's language skills are growing because staff talks to them consistently. Story time also provides opportunities for children to concentrate and to develop their language skills further.

Children are well behaved and willingly comply with requests from adults, for instance, to line up for outside play. Their large muscles are largely developing by riding bikes and accessing the seesaws. A selection of rackets is available to practise small muscle skills as they try to hit small balls. Children have opportunities to use information technology when they sit at the screen and use the mouse with good control. Similarly, they operate programmable toys, such as, cash registers to take payment at the 'beauty salon'. Children's skills for the future are developing well through play activities. For example, they acknowledge peers when they arrive at the salon for their appointment and check names confidently. Problem-solving skills are effectively promoted through different types of play. Children correctly identify that the model of a spider attached to the ceiling is high and that they are not sufficiently tall to reach this.

The staff are actively involved in children's play. They give guidance and support appropriately and are skilled at encouraging all children to join in with activities. They note children's developmental stage through frequent observations and plan for further learning or additional support. However, children who are achieving at a high level are not sufficiently challenged because staff do always use the Early Years Foundation Stage framework effectively to support these children. Children who speak English as an additional language benefit from the staff's innovative approach. They have worked with parents to produce flash cards and this contributes to children's ability to communicate even if they do not know the relevant words for specific items.

All children practise mark making skills and many examples of their work are displayed in the nursery. More able children are beginning to form the letters of their name and to write numbers. Children's creativity is expressed in drawings, painting and art work and some proudly explain the design they have produced. Children sit in groups at table to eat balanced meals and they frequently access bottles of water that are stored within reach. Children are asked to apologise for their actions and, as a result, they are learning to have regard for others. Children's individual care needs are met as agreed with parents. For instance, babies and some children sleep during the day and this provides a good balance between vigorous and restful activities. Children benefit from daily outside play and this promotes their large muscle skills appropriately. The wide range of activities help children to develop skills for the future as they progress towards the early learning goals.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met