

Round House Day Nursery

101 St. Vincent Street, Ladywood, Birmingham, West Midlands, B16 8EB

Inspection date	22/05/2013
Previous inspection date	24/02/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The highly successful implementation of the key person system enhances the relationship with children and their families extremely well. This means children develop very secure and trusting relationships with their key person and other nursery practitioners.
- Practitioners have an excellent knowledge of how children learn and provide a rich, varied and imaginative educational programme, with precise assessment and planning for individual children's learning needs and interests. As a result, children make outstanding progress in their learning and development.
- Children have exemplary support to develop literacy and communication skills through robust practitioner understanding and practice.
- Inclusion is given excellent priority and highly effective partnerships between parents, carers and other agencies ensure children's needs are fully met and their protection is assured.
- There are excellent systems in place to evaluate and reflect upon practice and set plans for future improvement. Highly focused self-evaluation and close monitoring of the educational programme are evident. The management team and practitioners show a very strong commitment to improving outcomes for all children.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in two playrooms, the outside learning environment, and children having their lunch time meal.
- The inspector talked to practitioners and children, and held meetings with the managers.
- The inspector looked at a range of documentation, including children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners who work with children, and the nursery's self-evaluation form.
- The inspector took account of the view of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Jacqueline Nation

Full Report

Information about the setting

Roundhouse Day Nursery opened in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from a listed building close to central Birmingham. The nursery serves the local areas and parents who work in the city centre. Children have access to an enclosed outdoor play area.

The nursery is open Monday to Friday, all year round, except for Bank Holidays. Opening times are from 8am until 6pm. Children are able to attend for a variety of sessions. There are currently 43 children on roll, all of whom are in the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

The nursery employs 11 practitioners who work with the children, nine of whom hold appropriate early years qualifications at level 2 or above, and two are apprentices completing relevant training. The manager holds degree and the assistant manager holds a foundation degree. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- extend further the excellent arrangements to share the setting's inspirational practice with other providers.

Inspection judgements

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

Children thrive in this exciting, welcoming and supportive atmosphere where they are made to feel special and make outstanding progress in their learning and development. Practitioners are skilled in engaging children in conversation, developing their spoken language skills and stimulating their curiosity. They provide children with a wealth of opportunities to speak in different contexts, and this helps all children make rapid progress in their communication skills. Practitioners have an extremely secure understanding of how children learn and what each child will gain from a planned activity or focused session. For example, older children are involved in a one-to-one letter recognition activity and they confidently match letters to a word and a picture on a range of cards. Practitioners engage highly effectively with the children; they ask them many meaningful

questions and give them time to think about what they are doing. They extend children's learning extremely well and make it fun and enjoyable as children excitedly go in search of the object linked to their word card. Practitioners consider children's engagement in activities and look at how they can further promote their involvement by using a range of strategies, helping them to develop the characteristics of effective learners. For example, letter formation can take place with resources available in the room, such as using train tracks to form letters, and children play games, such as alphabet soup. They also look for letters and numbers in the sand and water trays to further enhance and embed their learning, in readiness for school.

Babies and younger children are also supported extremely well to help them develop their emerging language skills. Practitioners interact very well with the younger children and respond with great enthusiasm to children's initial babbling sounds. They introduce and emphasise new words, such as 'splish and splash' during water play, and talk about 'sprinkling' the sand as children play. Young children develop a love of books, they particularly like to spend time in the book corner looking at photograph books of themselves and their parents. They keenly join in action songs, lying quickly on the floor to become a 'sleeping bunny'. Practitioners support children in making new discoveries, with a strong focus on the prime areas of learning. They give children the confidence to join in activities. Children love to paint and an activity is set out on the floor, which enables all children to take part. They keenly use a range of rollers, stampers and brushes, and thoroughly enjoy making hand prints with practitioners who join in with their play and talk about their 'big' hand prints. Practitioners are excellent role models. They create a very enabling environment, which gives children the assurance and confidence to explore and investigate, knowing someone is close by if they need support. Younger children become totally absorbed in activities they enjoy, such as washing the dolls in the bath and drawing spiders on the long chalk wall in the room.

Practitioner interaction and input into facilitating learning are excellent and they have high expectations of what children can achieve. This supports children to acquire the skills and attitudes they need to be ready for the next stage of learning. The quality of teaching and learning is excellent. Planning and assessment for all children is precise and closely monitored. Practitioners make time to look at the direction of children's learning, picking up on any issues where children may need additional support. There is a very strong focus on planning activities and experiences linked to children's interests and ideas within each room. For example, older children went on a local train trip and looked at different types of trains, comparing the old and the new. They collected tickets and timetables, and counted the number of trains they observed at the station. On their return to nursery they used cardboard boxes to make models of trains, and a record of this trip is displayed in the nursery with a range of photographs which clearly show children's enjoyment.

Parents are fully involved in their child's learning and are provided with guidance about how they can support this at home. Learning journey records are available to parents and they can talk to their child's key person or the manager at any time. Progress evenings take place at the nursery and give parents time to spend with their child's key person, to look at the planned next steps in their learning. Parents are encouraged to share their observations from home and delightful photographs are displayed on the 'look what I can do at home' board.

Children's understanding of the world is greatly enhanced because the nursery make the most of their location and use an extensive range of local amenities. Children enjoy trips to the park and walks along the canal to observe wildlife, and get pleasure from outings to the theatre to watch a play or the arena to see a show performed on ice. Children use an extensive range of electronic equipment, including computers, story headphones and programmable roamer toys; this supports their understanding of technology very effectively. They develop a very good understanding of diversity and learn about celebrations and festivals, such as Chinese New Year.

Children's independence is exceptionally promoted from an early age. This is supported by well-organised playrooms, with plenty of space to move around, and resources easily accessible at a low level. This supports children's success and enjoyment. Older children are very independent at mealtimes; they serve themselves food and clear away their plates after lunch. Younger children are encouraged to feed themselves and they also confidently find an apron before going to play in the water tray or take part in a painting activity. Children's mathematical and expressive art and design skills are fostered very effectively. During activities and play, even the youngest children learn the sequence of one, two and three. In all playrooms there are frequent discussions about numbers, shape, size and colours during play. Children complete puzzles, play with shape sorters and build with a wide variety of construction bricks to enhance their critical thinking and problem-solving skills. Children use a very good range of materials for creative play, such as play dough, gloop and natural materials for collage and sticking activities. Younger children like to explore a range of materials in their treasure baskets, such as fir cones, shells, wooden brushes and metal pots. Older children have an exploration table where they access equipment, such as magnifying glasses, calculators and musical instruments. Children enjoy making big box models linked to a recent outing, and sea creatures, jelly fish and star fish adorn the walls and hang from the ceiling.

This is a delightful nursery that reflects the interests and experiences of all children. They benefit from their early years experience because of the highly focused attention given to their individual needs. This helps them make excellent progress towards the early learning goals and very effectively supports their future learning.

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

Children thrive in this nurturing environment, because their care and well-being is prioritised by practitioners. Integral to this is the highly effective key person system. All practitioners are highly skilled and sensitive in helping children form extremely secure emotional attachments. The nursery's very strong commitment to support parents to be involved in their child's learning at home contributes significantly to children's success and the progress they make.

Inclusion is highly successful and underpins every aspect of the nursery. Practitioners are highly skilled in making sure appropriate intervention and support are provided for children with special educational needs and/or disabilities, to ensure all children make excellent progress. Children who speak English as an additional language are supported

very well. Practitioners use picture cards and simple words to encourage children during the early stages of learning English. This gives children confidence and helps support the settling-in procedures.

High priority is given to promoting children's safety. It is very evident from children's exemplary behaviour that they feel very safe and secure in the nursery. They approach practitioners with ease, and all children are confident in making their needs known. Children learn to keep themselves safe and practitioners talk to them about safe play and consideration of others as they explore their surroundings. Practitioners are highly effective role models. They speak to each other and the children respectfully. Practitioners have a very warm rapport with the children and they make learning fun.

Children's health and well-being are promoted very effectively. Practitioners are very aware of the importance of developing children's understanding of healthy eating and the benefits of physical exercise. They have all completed training to enhance their knowledge and skills in this area of learning, and do this very successfully. All children have very good opportunities to play outdoors. Older children enjoy visits from a dance teacher and they take part in a planned programme of activities. Children love the dance session and eagerly join in a warm-up session where they 'reach for the sky'. The session takes them on an imaginary journey and children pretend to go on a visit to the seaside. Children use their imagination very well.

Children have very good self-care skills and learn about good hygiene practices. They wash their hands before meals, and clean their face and brush their teeth after lunch. Mealtimes are wonderful, sociable occasions where learning opportunities are maximised.

Transition arrangements for the next phase of children's learning are extremely well supported through effective links with local schools. Advice and guidance are available to parents, and assessment reports are provided to all schools as children move on in their learning. The staff look for ways to enrich the learning environment. They create an extremely positive and enabling environment, with space for children to move around and use the floor and tables for chosen activities. Resources are well organised and children are very independent and make choices about what they would like to do. The strong skills of the key person very successfully support children's transitions as they move on to their next phase of learning.

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

The management team and practitioners have an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, they consistently create an environment that is very safe, welcoming and highly stimulating. Safeguarding is given excellent consideration. The management team and practitioners have a very secure understanding of the procedures to follow should they have any concerns about a child in their care. Safeguarding policies and procedures have been reviewed. The manager and deputy have recently completed training to carry out the role of the designated person for safeguarding. Practitioners have been informed of the

updated procedures, to further enhance their knowledge and confidence in responding to any concerns. Practitioners demonstrate a high level of commitment to promoting children's safety and well-being. Children's health and safety are enhanced by the robust and consistent implementation of policies and procedures that ensure the safe and efficient management of the provision. This includes rigorous recruitment, vetting and induction procedures and comprehensive risk assessments. Practitioners are extremely vigilant about arrival and collection procedures, and very good security precautions contribute to children's safety.

Managers and practitioners are reflective, highly motivated and hold high aspirations for maintaining high quality practice that underpins every aspect of their work. Very effective systems are in place to ensure the suitability of practitioners; this includes supervision meetings, appraisals and monitoring systems to ensure consistently high practices within the nursery. Opportunities for practitioners to attend training and complete in-house training are excellent. This results in a very knowledgeable and well-qualified practitioner team. Highly focused self-evaluation plans inform the nursery's priorities and challenging targets for improvement are in place. All partners are included in the self-evaluation procedures to ensure the nursery, practitioners, parents and children move forward together and drive improvement.

Very effective multi-agency links ensure secure and appropriate interventions for children who need any additional support. This means that all children achieve well and make the best possible progress in their learning and development. Partnership with parents is outstanding. Practitioners are keen to seek the views of parents, older children and other agencies involved in the nursery, to improve the provision and benefit children. Special days are planned to enhance parent participation, including fun days and outings. Parents are invited to a progress and curriculum evening, and this very effectively supports consistency and continuity in children's learning. Parents speak very positively about the nursery and what it achieves for their children. They speak about the nursery being 'perfect' and 'very welcoming', and comment on practitioners who are 'kind, considerate and good role models'.

The management team have highly effective systems in place to monitor the quality of the educational programme. They work closely with practitioners to analyse the quality of teaching, planning and assessment. Children's progress is very effectively monitored and practitioners make sure activities and experiences reflect the needs, aptitudes and interests of the children and that they continue to make outstanding progress in their learning. The nursery have recently engaged with an accreditation scheme. This programme is designed to ensure the delivery of high quality services for all children and families within their setting. Monitoring of all aspects of practice, to inform continuous improvement, is rigorous, leading to exceptional practice that is worthy of dissemination to other settings. This sharing of information and practice has already started, and the management team wish to enhance this further.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are **Met**

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 action. 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	229035
Local authority	Birmingham
Inspection number	895271
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 0
Total number of places	0
Number of children on roll	0
Name of provider	Wendy Diane Casey
Date of previous inspection	24/02/2011
Telephone number	0121 236 8900

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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, which are usually the childminder's 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.

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Piccadilly Gate
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M1 2WD

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