

Merry-Go-Round Under 5's

The Mobile, Hartsfield School, Clothall Road, Baldock, Hertfordshire, SG7 6PB



Inspection date	20 April 2016
Previous inspection date	17 July 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The dedicated management team and committee work closely to evaluate the nursery and make improvements. They benefit from the support and input of a local early years advisor. Recent changes have seen an improvement in the way staff work with parents when children start, to plan more precisely from the outset.
- Teaching is good. Well-qualified staff recognise the interests of children and build on these to plan a range of stimulating activities to support their good progress.
- Children demonstrate strong mathematical skills. They use numbers for counting and persevere with tasks to develop their problem-solving skills and achieve their goals.
- Nursery staff are valued. They receive monthly supervisions and all contribute to regular team meetings. These help to identify specific training needs, devise planning and review the overall learning programmes provided for children.
- Parents speak highly of the nursery overall and comment on the valued relationships they have developed with staff. They regularly contribute to children's learning journals to help promote continuous learning for each child.
- Children feel emotionally secure in the setting. Staff effectively meet their needs and promote their well-being.

It is not yet outstanding because:

- On occasion, the timing of activities does not take into account the changing needs of children so that they are able to sustain focus and make the best possible progress.
- Staff do not encourage the most-able children to consistently complete simple tasks for themselves.

What the setting needs to do to improve further

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

- review the organisation of planned activities so that they are flexible to children's ever-changing needs, in order to maximise effective learning opportunities
- make the best use of everyday opportunities for most-able children to develop their independence even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the deputy manager and held a meeting with the provider and chair of the management committee.
- The inspector took account of the views of parents and carers through discussions on the day and recently completed written feedback.
- The inspector viewed a sample of the nursery documentation including a self-evaluation form, action plans, policies, children's learning journals and registers.
- The inspector saw evidence of the qualifications and suitability of all persons working on the premises and other documentation in relation to the safeguarding and welfare requirements.

Inspector

Rachel Pepper

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff receive regular safeguarding training and know the appropriate action to take should they identify a child at risk of harm. Effective risk assessments, including for walks to the town or outings to the local farm, ensure hazards are minimised. This helps to keep children safe in the environment. At inspection a minor administrative error was identified with the way in which children's attendance is recorded. This was immediately reviewed and procedures updated to ensure attendance records are more accurately maintained. There was no negative impact noted on children's well-being, as staff can account for the children in their care at all times. The provider is in the process of trialling many new systems to improve the provision. Action plans demonstrate how management intends to increase observations of staff interactions to enhance the good quality teaching even further.

Quality of teaching, learning and assessment is good

Children make choices in their play both indoors and outdoors. Staff use the space well and source exciting resources to help capture children's imagination and curiosity. Children play alongside their friends as they use mud to make 'chocolate cakes' and closely investigate a range of insects from the garden. Staff know the children well and use the observations and regular assessments that they complete to inform their next steps in learning. Each key person works closely with parents to share children's progress and identify areas where they may need further support. They tailor their approach to meet the individual requirements of each family. One of the ways they do this is to document the weekly information for parents who rely on others to collect their children.

Personal development, behaviour and welfare are good

Staff use a suitable process to help children experience a smooth move into nursery and as they move between rooms. Staff document the early sessions well to help support children in developing secure attachments and build on their confidence to ask adults for help as needed. Children have many opportunities to socialise with children of all ages. They take part in group games and share their home experiences with others at mealtimes. Staff act as suitable role models and provide children with gentle reminders of expected behaviour. Safe hygiene practice is followed as children know that they must wash their hands before they eat to promote their health.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress from their starting points. Staff make effective use of the early years pupil premium and other funding. For example, quieter children use a range of communication aids to help encourage their speech and language development. Children from homes with limited space practise a range of physical skills as they construct using large materials and climb the newly installed apparatus. Children are eager to learn, listen to others and follow instruction well. They gain the essential skills that they require in readiness for school. The provider recognises the importance of working in partnership with other schools as children prepare for their move on from nursery.

Setting details

Unique reference number	146799
Local authority	Hertfordshire
Inspection number	1041995
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	62
Name of provider	Merry-Go-Round Under 5's Committee
Date of previous inspection	17 July 2012
Telephone number	01462 896322

Merry-Go-Round Under 5's registered in 1992 and is run by a voluntary management committee. The nursery employs 12 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including the deputy manager who holds qualified teacher status. The nursery is open Monday to Friday, from 9am until midday and from 1pm to 3.30pm with an optional lunch club from midday until 1pm. In addition, there is provision for children to start at 8.30am and stay until 4pm. The setting operates during term time only. The nursery provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language.

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