

Roundabout Pre-School Ltd



Horsforth Newlaithes School, Victoria Crescent, Leeds, West Yorkshire, LS18 4PT

Inspection date	24 January 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Leaders and managers do not provide Ofsted with the necessary information to enable them to complete full suitability checks for all committee members.
- Partnerships with other providers are not yet robust enough to achieve cohesive learning experiences for children who also attend another setting.
- Occasionally, staff include too many children in planned group activities, such as making porridge. As a result, children wait too long to take a turn and quickly lose interest.

It has the following strengths

- Staff effectively observe and plan for children's learning. This helps them to identify and close any emerging gaps promptly, helping children to make good progress.
- Staff establish warm relationships with children and routinely praise their achievements. This contributes towards children feeling welcomed and helps to develop their self-esteem.
- Staff regularly share information with parents using different strategies, such as newsletters. Parents are valued and they work with staff to share and support children's learning at home.
- The manager holds regular supervision meetings with staff and observes their practice. This results in well-qualified and supported staff who promote children's learning well.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- provide Ofsted with the necessary information in a timely way, to enable all suitability checks for committee members to be fully completed. 21/02/2018

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

- improve communication with other providers to ensure comprehensive information is shared between settings to support children's learning
- review the organisation of group activities to help all children fully participate.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector sampled observations, planning and children's development folders. She checked evidence of the staff's suitability, qualifications, policies, procedures and the setting's self-evaluation documents.
- The inspector took account of the views of parents and carers spoken to on the day, and from information included in the setting's own parent survey.
- The inspector held a meeting with the manager and held a discussion with a member of the committee. The inspector spoke to some parents to seek their views and comments.
- The inspector spoke with staff and children during the inspection. She completed a joint observation with the manager.

Inspector

Kerry Holder

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. Staff work well together and understand their responsibility to protect children from harm. They can identify the signs and symptoms of abuse and know how to report any concerns. However, leaders do not complete suitability checks for new members of the committee promptly. Although this is a breach of requirements, the impact on children is minimal because staff supervise children closely. All staff working directly with children complete suitability checks. Staff effectively evaluate the strengths and weaknesses of the setting. They have a clear vision for continuous improvement. Staff promote effective outcomes for children. However, on occasions, they include too many children in planned activities and, as a result, not all children can be fully involved.

Quality of teaching, learning and assessment is good

Staff use the knowledge gained through appropriate qualifications to provide a good range of activities that encourages children to play and explore. Children use their imaginations well. They express their ideas to staff, who listen and ask meaningful questions to develop children's language and thinking skills. Children love listening to and acting out stories with small-world resources. For example, children are highly motivated to join in with activities about bears and porridge throughout the day. Staff talk to children about shape, size and colour during activities, which helps to effectively support their early mathematical skills.

Personal development, behaviour and welfare require improvement

Due to the weaknesses in leadership and management, the promotion of children's welfare requires improvement. Nevertheless, staff meet children's individual needs and get to know them and their families well. A well-embedded key-person system helps children to form secure emotional attachments. Children and parents are warmly welcomed into the stimulating and inviting setting. Children quickly involve themselves in play with staff and their peers. For example, staff help children develop their creative skills as they make model space rockets from junk. Children are encouraged to be independent and demonstrate good self-care and self-help skills, such as washing their hands before helping themselves to a healthy snack and drink. Children behave very well and understand the behaviour expected of them. They are kind and considerate towards each other. Children have regular access to fresh air and physical activities outdoors.

Outcomes for children are good

Children are progressing well. They have formed friendships with their peers and have a positive attitude towards learning. Children are developing skills to support them in their next stage of learning, and to prepare for school. For instance, they count blocks as they build towers. Children develop their early literacy skills and enjoy using different coloured paints to create colourful pictures. They are independent motivated learners who take turns and listen well.

Setting details

Unique reference number	EY496163
Local authority	Leeds
Inspection number	1036106
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	33
Name of registered person	Roundabout Pre-School Ltd
Registered person unique reference number	RP910562
Date of previous inspection	Not applicable
Telephone number	07960855265

Roundabout Pre-School Ltd registered in 2015. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above, including the manager, who holds level 6. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until midday Monday and Friday and from 9am until 3pm Tuesday, Wednesday and Thursday. The pre-school receives funding to provide free early education for three- and four-year-old children.

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