

# Under Fives Roundabout

Warwick Road, CAMBRIDGE, CB4 3HN

<b>Inspection date</b>	25/02/2014
Previous inspection date	26/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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 management team are highly qualified and cascade this knowledge, enthusiasm and motivation with the practitioners. Consequently, practitioner morale is high and they work exceptionally well together to create an inspirational learning environment for all children with very high standards.
- Children's needs are quickly identified and exceptionally well met through highly effective partnerships between the setting, toddler group, parents, external agencies and other providers.
- Children are extremely well prepared for the next stages in their learning. Practitioners skilfully support children's transitions when starting the setting and when starting school.
- The free-flow play environment promotes children's independence extremely well and encourages them to freely explore and investigate both indoor rooms and the outdoor learning environment.
- Children are very well safeguarded with practitioners providing careful supervision and effective deployment. Children have many opportunities to develop their own awareness of risk which helps them to learn about their own safety.

## 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 spoke with children and practitioners and observed activities in the indoor and outdoor learning environment.
- The inspector and the manager took part in a joint observation.  
A meeting was held with the manager to discuss management issues, including recruitment, self-evaluation and supervision of practitioners. The suitability and qualifications of practitioners was also checked.
- Documentation was looked at, including policies, children's assessment records, planning, self-evaluation and information given to parents.
- The inspector spoke to parents and looked at testimonials and questionnaires to gain their views on the quality of provision.

## Inspector

Kirsty Love

## Full report

### Information about the setting

Under Fives Roundabout was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises adjacent to Mayfield Primary School in Cambridge, and is run as a registered charity managed by a committee of parents. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The pre-school employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications, including the manager with Early Years Professional Status. The pre-school opens Monday to Friday term time only. The pre-school is open between 8.40am and 3.10pm. Children attend for a variety of sessions.

There are currently 68 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational 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:

- develop even further the routine for tidy up time, providing children with prior warning to give them even more opportunity to finalise and end their play ideas.

## Inspection judgements

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

All children make consistently excellent progress in their learning and development, because the setting provides an exceptionally stimulating and well thought out educational programme, with some innovative features. Within the rooms, areas are designated into specific learning zones, which are all imaginatively set out to encourage children to access and select items and activities which engage and inspire them. For example, children spend time exploring in the workshop with real tools, and use hammers with care to create with wood and nails. Children understand how to use these safely, and wear goggles and safety jackets when in the area. The quality of teaching is outstanding. Practitioners use their knowledge of individual children to plan rich activities to interest them, across all areas of learning. The dynamic use of open-ended questioning helps children to become keen learners with excellent thinking skills, and inspires them to solve problems. For example, when creating in the workshop, practitioners encourage children to decide how to join the pieces of wood together, and then use mathematical thinking to decide which nail is the correct length to use. Practitioners have very high expectations of the children, and provide them with specific praise and encouragement upon their

completion of tasks. This provides children with a very high sense of self-esteem and pride.

Practitioners collect detailed information from parents in an 'All about me' pack before children start so they begin their initial assessments with a firm and informed base. Each child has their own learning journal where practitioners collect a range of clear observations to support the assessments, which is displayed so parents can access at whenever they wish. Children's progress is summarised and shared with parents every term so they have an excellent understanding of how their children are developing. Parents receive regular emails about activities and learning within the setting, and this is also summarised on a large whiteboard in the garden for parents to see as they enter the setting. The system for planning activities involves all practitioners, collects information and ideas from parents, and centralises around the child's voice, ensuring that they are utmost priority within the cycle. Children's mathematical development is supported particularly well. Through the questioning that practitioners provide and the well-resourced environment, children have the confidence to develop their own mathematical games freely and choose how to do things. For example, children independently play a small group activity with a large die, recognise the number of dots rolled, and choose an action to move this amount of times, for example, jump five times, and then extend this themselves to hopping three times. Children consistently show the characteristics of effective learning.

Children have opportunity to play independently and in areas which are hidden away, which has been influenced by the 'Every child a talker' programme. The successful implementation of this has led to children developing excellent spoken skills, and children who speak English as an additional language and those with lower starting points are provided with exceptional support, closing the gaps rapidly. Where children need particular support, practitioners closely support them in the prime areas of learning to ensure they are secure in these, which prepares them exceptionally well for the next stage in their learning. Where children are learning through their own play ideas, practitioners only intervene to support, stimulate or extend learning when needed, and know when is appropriate to do so. For example, when children are exploring in the role-play area, practitioners carefully observe, and then join in sensitively following the children's play ideas, such as 'beauty and the beast'. Children have sufficient time, space and freedom to initiate, plan, lead and conclude their own play. However, this could still be developed even further by providing children with prior warning to tidy up time, which will provide them with further opportunity to finalise their play.

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

Children are highly confident and clearly very happy and content. They arrive with cheerful enthusiasm, and quickly join in with the activities and encouraged by their key person where children need more support. When they leave, they wave goodbye happily to practitioners, showing their affection. Each child is allocated a key person early on in their settling-in period, which is carefully thought out. For example, where children speak the same home language, or if children already know other children in the setting before they start, they are often placed together to support each other, to help them quickly settle.

The settling process gives opportunity for children to visit with parents and meet the key person before being left in the setting, and as a result, they feel safe and develop secure emotional attachments. Regular, small group activities within each session give children opportunity to spend time with their key person, and provide a strong base for them to explore. This helps ensure children are emotionally well prepared for the next stage in their learning.

Children have opportunity to explore within both of the indoor rooms and the outdoor environment as they wish throughout the day, which helps them to develop excellent confidence and levels of independence. Practitioners use 'stop' and 'go' signs to show when areas are safe to use, which encourages the children to behave positively as they respect their boundaries. For example, at small group activity time in the session, children return to their base room, and change the sign on the door. Children behave positively at all times and unwanted behaviour is very minimal due to the high level of independence and challenge that children are provided with at all times. Practitioners and children respect each other's feelings. For example, when one child does not wish to join in a large group situation, children and practitioners involve them sensitively without them feeling left out from the situation. Because of this caring approach, the child then decides to join in, and does so confidently and children and practitioners respond with delight.

Opportunities for children to develop their understanding of risk are frequent, rich and meaningful, prioritising their safety and safeguarding. For example, practitioners involve children in the daily checks of the outdoor environment, which helps them become aware of how to keep themselves safe and healthy. Children cut and prepare their own fruit for snack and use tools with confidence and a high level of self-control. For example, they hold scissors correctly when moving around and understand the need to wear protective clothing when in the 'workshop'. Children also enjoy experiencing opportunity for more exciting risk taking, such as making a bonfire in the garden, and discuss safety around this. These varied opportunities for risk taking in both the indoor and outdoor environments help children to understand how to keep themselves safe and protect themselves from harm. The setting has achieved an award in promoting health and high regard is given to children physical activity and health and hygiene. A variety of fruit and carbohydrates is provided for snack, and parents are encouraged to bring healthy packed lunches for lunchtime, and are supported in understanding the importance of this. Children have excellent understanding of hygiene and follow exceptional practices independently before eating and after toileting. Children have a growing area in the adjacent school ground, and grow vegetables in this area, which provides them with opportunity for learning about growing. Children partake in regular physical activity to keep them active and they enjoy outdoor activity in all weathers to provide them with fresh air to keep them healthy.

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

The pre-school places the highest priority on ensuring children's welfare and safety. Practitioners have a clear and up-to-date understanding about safeguarding children and understand their role in protecting them. The children are carefully supervised both

indoors and outdoors. The provision has appropriate policies and procedures in place to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage, which are reviewed regularly. Rigorous systems are in place to assess risk and to ensure that the premises are safe and secure. Effective systems are in place for recruitment, induction and performance management, ensuring that only practitioners with appropriate skills and experience are employed. Recruitment procedures are rigorous and prioritise safeguarding children. All practitioners have been suitably vetted to work with young children and a high majority of practitioners hold a paediatric first-aid qualification. The manager carries out regular supervision meetings for all practitioners, and oversees the educational programmes provided for children, reflecting on planning regularly with all practitioners. The manager feeds back on her evaluation of practice at these meetings and actions are agreed for improvement, which then leads to better outcomes for children, and targets for practitioners to develop their outstanding practice even further. The manager spends time working directly with the children and practitioners, which means that she uses her excellent practice to role model and support newer practitioners throughout their induction.

The pre-school is managed by a highly committed and enthusiastic team who motivate all practitioners to strive for the highest possible standards at all times. The manager holds Early Years Professional Status and is continuing her professional development by working towards a Masters degree. This drive for improving her own knowledge and understanding is reflected in her team, as she cascades her first rate understanding to her team, and through this they, consequently, improve their reflective thinking and constantly improve practice. As a result, the practitioners are highly motivated and skilled, and therefore, enabled to offer excellent quality provision for all children. The manager observes the quality of teaching and practice through regular observations, and targets any areas for improvement immediately. All key persons monitor children's progress through regular development progress trackers. These very clear systems ensure that all children make excellent progress in their learning and are provided with the appropriate support where needed. The manager has completed a thorough self-evaluation, taking accounts of parents, children and practitioners views, which accurately reflects their strengths of their practice within the setting and documents the drive for continuous improvement.

Effective partnerships with parents make a highly valuable contribution to meeting the needs of children. Their active involvement is encouraged through newsletters and questionnaires so parents can convey their views and preferences. They are kept fully informed about their child's learning and development through daily written and verbal feedback on the activities that children have engaged in. Parents spoken to at the time of the inspection, hold the provision in very high regard. They feel that their children are very well cared for and are helped to make very good progress in their learning, and recommend the setting with confidence. The setting has also established very effective links with the schools that the children move onto to support their transition from one setting to another. The close partnership working with other professionals ensures that children's needs are identified and that they are supported to make excellent progress. Where children attend more than one setting, the regular assessments and plans for teaching are shared, which help to ensure consistent approaches between settings. The manager is passionate about raising the standards for children and has supported, visited

and welcomed other providers to share high quality practice, which enables her to reflect, review and improve her own practice while supporting others.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY379489
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	873843
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	42
<b>Number of children on roll</b>	68
<b>Name of provider</b>	Under Fives Roundabout Committee
<b>Date of previous inspection</b>	26/02/2009
<b>Telephone number</b>	01223 309066

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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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