



Magic Moments Private Day Nursery

Inspection report for early years provision

Unique Reference Number EY314535
Inspection date 29 March 2006
Inspector Valerie Fane

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Type of inspection Integrated
Type of care Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Magic Moments Private Day Nursery opened in 2005. It operates from several rooms in Kempsey Community Centre and serves the village of Kempsey and the surrounding area. There is an enclosed area for outdoor play.

The nursery is open from 08:00 to 18:00 throughout the year except for the school Christmas holidays, Bank Holidays and a week at Easter. The before and after school club runs in school term times with a holiday play scheme in half term weeks,

a week at Easter and four weeks of the school summer holidays. The nursery takes and collects children from two local primary schools. There are currently 18 children on roll in the nursery and 29 in the out of school club. Of these seven children receive funding for nursery education. The nursery provides support for children with special needs.

Five staff work with the children in the nursery. Of these, three have an appropriate Early Years qualification and two are working towards a Level 3 qualification. Two staff work with children in the out of school club. One of these has nearly completed a Level 3 qualification and the other is enrolled on a Level 2 course. The nursery receives support from a mentor teacher from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop an excellent understanding of the principles of healthy eating because they enjoy a healthy range of snacks. They have toast made with brown bread at mid-morning with a choice of spreads, and fruit and biscuits mid-afternoon. Children are encouraged to try different fruits such as kiwi fruit and strawberries and put a sticker on their 'healthy moments' chart when they have eaten something new to them. The nursery manager is implementing a new menu that includes a wider range of afternoon snacks now that staff have completed food hygiene training. Children's learning is reinforced through the inclusion of healthy eating activities in their topics. For example, they have painted pictures of their favourite fruit and favourite vegetable and displayed them on the nursery window. Children understand the importance of drinking regularly as they help themselves to water throughout the session.

Children become independent in their personal hygiene and understand why they must wash their hands after using the toilet and before eating food. They are protected from cross infection because the nursery has a robust policy to exclude children who are unwell and they learn to protect themselves because they are taught to cover their mouth when they sneeze or cough. This teaching is supported by pictorial signs in the nursery. Children receive good care in the event of an accident or emergency because staff have current first aid certificates. They keep detailed records of any accidents that occur and ensure that these are signed by parents.

Children understand the benefit of regular fresh air and exercise. Nursery children play outside twice a day. They enjoy an interesting range of learning activities or develop their awareness of space and their balance as they ride small bikes. However, there is a limited range of equipment to challenge the older or more able children in the pre-school room. Children in the out of school club go outside after they have had their drink and snack. They welcome time to unwind at the end of the school day and enjoy playing games with a football or using the parachute.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment where risks are identified and minimised. The nursery owner has undertaken regular risk assessments of different parts of the premises and has sought parents' views on safety issues. Children's security has improved because she has remedied identified weaknesses. For example, she has installed an intercom so that staff can identify visitors before opening the door, and she has improved the security of the gate through maintenance and improved signing. However, the current positioning of the children's computer keyboard and monitor does not conform to health and safety recommendations. Children learn how to protect themselves in an emergency because they have regular opportunities to practise the evacuation procedures. They understand how to keep themselves safe in the nursery because they help to sweep up spilt sand and to tidy up toys so that they are not a trip hazard. Staff have placed pictorial reminders around the nursery to remind children of these hazards. Children learn about road safety as they take part in role play activities in the playground where there are painted road markings and a pedestrian crossing that they use in their play.

Children use a wide range of high quality, well-maintained equipment that is stored in clearly labelled containers. Children in the pre-school room self-select freely because the equipment is stored in low level units and labels include both words and pictures so they are able to find the toys easily.

Children's well-being is safeguarded because staff have a sound knowledge of child protection and follow the correct procedures when they have concerns about a child in their care. When appropriate they discuss concerns with parents or liaise with Social Services. They ask parents about any existing marks on a child when they arrive at the nursery but do not always keep a written record of this information. Children begin to understand how to protect themselves because they learn that they should never go anywhere with strangers and learn who to go to for help if they get lost when they are out.

Helping children achieve well and enjoy what they do

The provision is good.

Children throughout the nursery and the out of school club settle very well in the friendly, family environment. Babies experience a wide range of sensory toys and enjoy an interesting selection of activities linked to the 'Birth to three matters' framework to support their development. They explore different textures. They handle cooked pasta, stretching it and tasting it. They then feel raw pasta and discover the different texture. They use different coloured raw pasta to decorate a plate; developing their hand control as they spread the glue and place the pasta on the plate. Babies explore the texture of sand. Staff know the babies well and are very sensitive to their responses. They encourage a nervous child to touch the sand but do not force them in any way. Babies are secure because staff are familiar with their individual routines and liaise closely with their parents to provide high quality care

and play for each child.

Children in the out of school club welcome time to play freely at the end of the school day. They are secure and confident and have good relationships with staff and with their peers. They have a snack and play outside for a while. Back inside they welcome time to choose from a variety of activities. They play with the snooker table or make and paint junk models with great enthusiasm. In the holidays they enjoy occasional outings to places such as the Countryside Centre where they use the adventure playground.

Nursery Education

The quality of teaching and learning is good. Children make progress towards the early learning goals because staff have a sound knowledge of the Foundation Stage and an excellent understanding of how children learn. Staff plan an interesting range of activities that is closely linked to the appropriate stepping stones for the children involved to enable them to take the next steps in their learning. All children are able to participate at their own level because staff differentiate appropriately, assess children's progress and evaluate each activity to inform future planning.

Children play and learn in a calm but purposeful environment. They show a sense of belonging as they take care of their outside area: checking whether the birds have eaten their food from the bird table and watering their flowers each day. They show care and concern for one another when one of them is hurt. They communicate confidently with their friends, the staff and with visitors. They extend their vocabulary in circle time discussions because they ask the meaning of words they do not understand such as 'texture'. They benefit from an environment that is language-rich because staff have made excellent use of labelling for activities and instructions and they provide many opportunities for conversations and discussions.

Children learn about the wider world as they take part in a topic on 'people who help us'. They discover the purpose of writing as they draw and label a picture that they then seal in an envelope, stamp it, and go on a walk to the nearby letterbox to post it. They practise their building skills as they mix 'cement' out of sand and water, independently fetching water from the outside tap, using tools confidently to mix the 'cement' and building walls and towers with blocks of wood. They improve their construction skills as they choose which blocks they need next for the construction and older children are challenged to make their tower taller without it collapsing.

Children enjoy a variety of activities that develop their imagination and creativity. They enjoy themed role play, pretending to be doctors and nurses and taking turns to be the patient. They make collages from recycled materials that they have collected themselves and develop their hand control as they use tools such as scissors and glue sticks. They explore different textures. They start inside looking at materials in the room and then go outside where they learn to look closely at the differences between similar but different materials such as two different types of brick. They record their finding by making rubbings of the different materials. Staff link maths to different activities: for example they choose different shaped pieces of paper for their rubbings.

Helping children make a positive contribution

The provision is good.

Children gain a good awareness of diversity as they play with a variety of toys representing other cultures and see many posters depicting our wider society displayed around the nursery. They increase their awareness as they celebrate a variety of different festivals. For example, at Chinese New Year they talk about the years of different animals, make dragons out of paper chains and taste Chinese food such as prawn crackers and noodles. They learn to consider the environment as they recycle their lunch wrappers and plastic containers and talk about the reasons to avoid dropping litter.

Children behave extremely well in the calm and purposeful nursery environment. They respond very well to the staff, who provide good role models to children of all ages. They understand the reason for nursery rules because staff explain them clearly and use spontaneous learning opportunities to reinforce good behaviour. For example, when watching a video of 'Bambi' they discuss the moral issues arising from the statement, 'If you can't say anything nice, don't say it at all'. When behaviour issues occur with a particular child such as biting, staff keep detailed records of any incident that occur and share these with parents. Children's spiritual, moral, social and cultural development is fostered well.

Children thrive in the nursery because the staff know them well as individuals and build close relationships with their parents. Staff obtain comprehensive information about each child at the point of entry through detailed summary sheets completed by parents that provide the nursery with information about their child's family, routines and likes and dislikes. Children feel secure because there is good continuity of care between home and nursery. This is ongoing throughout the child's time at nursery because staff complete a daily diary for each child, written in the first person, that tells parents what their child has been doing each day. Children with special needs make good progress because staff discuss their particular needs with their parents and draw up plans to ensure all staff are aware of how to care for the child concerned.

The partnership with parents and carers with regard to the nursery education is satisfactory. Parents receive some information about their child's activities each day through the daily diaries and will have a formal opportunity in the summer term to discuss their child's progress. However, they have only a very brief summary of the six areas of learning in the brochure, limited advance information about the topics children will be covering and few ideas about how they can support their child's learning at home.

Organisation

The organisation is good.

The premises are well-organised and staff make good use of the available space to provide excellent play opportunities for children. Children's welfare is safeguarded because the manager has robust procedures in place to check the suitability of her

staff and she has kept Ofsted informed of significant changes to the nursery. All required policies and procedures are in place. Children in the nursery benefit from the care and expertise of well-qualified staff because all staff either have a Level 3 qualification or have very nearly completed one. In the out of school club staff qualifications requirements are currently not met but an action plan to meet this requirement is already in place and a member of staff has nearly completed a Level 3 qualification. Children are receiving good care from the staff in the club.

Leadership and management of the nursery education is good. The nursery manager has a clear vision for the nursery to be a place where learning is child-centred. Children are secure and make good progress because the staff work closely as a team and all contribute to the planning and development of the nursery curriculum. They monitor and evaluate their practice regularly and effectively and seek the opinions of parents and children through questionnaires. As a result they have a clear view of the strengths and weaknesses of the provision and are proactive in addressing any weaknesses that they identify. Children benefit because staff have regular opportunities to improve their qualifications or to attend training update courses. Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- implement the action plan to meet the qualifications requirements for staff in the out of school club
- improve the positioning of the computer monitor in the nursery so that it is not a hazard to children's health and safety.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve opportunities for the older and more able children to develop climbing and balancing skills
- improve information given to parents about the six areas of learning and about current topics to enable them to be involved in their child's learning.

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