



Magic Roundabout Nurseries Ltd

Inspection report for early years provision

Unique Reference Number	EY287693
Inspection date	07 December 2006
Inspector	Josephine Geoghegan
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Registered person	Magic Roundabout Nurseries Ltd
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 Roundabout Nursery and out of school club is one of five provisions run by Magic Roundabout Nurseries Limited. It opened in 2004 and operates 10 rooms in a commercial building. It is situated on a residential road located within the London Borough of Southwark. A maximum of 117 children may attend the nursery at any one time and 12 children may attend the out of school club. The nursery is open each week day from 07:30 to 19:00 for 50 weeks per year and the out of school club is open from 15:30 to 18:30 during school term times and from 08:00 to 18:30 during school holidays. All children share access to a secure outdoor play area.

There are currently 73 children under eight years on roll. Of these, 14 children receive funding for nursery education. The nursery currently supports a few children with identified special

educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs 20 staff, of whom 18, including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Good procedures are in place to promote children's health within the setting. Staff hold current first aid qualifications and documentation is in place to safeguard children's welfare. Babies and young children benefit from the efficient nappy changing routine, where staff use disposable gloves and aprons to help stop the spread of infection. Children experience a pleasant nappy changing routine as staff are well organised and talk to children while they are being changed. Good standards of hygiene are promoted throughout the setting. For example, bedding is individually labelled for children who sleep, staff use anti-bacterial spray and toys are clean and well maintained. However, not all risks have been minimised to help stop the spread of infection, for example, some toilets used by the out of school club have toilet seats missing and the fridge used in the baby room kitchen is not well maintained.

Children have good opportunities to engage in physical play and exercise. For example, all children share access to a secure outside play area with a variety of fixed climbing apparatus and wheeled toys, enabling them to develop a range of physical skills. Babies are able to gain physical control as they crawl and walk on the inside climbing frame with interesting features, steps and slide. Younger children enjoy using see-saws and benefit from clear play space to move around freely.

Children are provided with a balanced and nutritional diet of meals that are freshly cooked on the premises. The daily menu includes fruit and vegetables, helping to promote healthy eating habits. Mealtimes are sociable and children are able to make choices. Good systems are in place to ensure children's dietary needs are known and respected.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a well maintained environment with displays of children's creative work, posters and photos of children participating in activities creating a welcoming environment. A good range of child sized furniture and equipment is available in all rooms, allowing children's physical care needs to be met. Children are able to make choices and select resources as toys and books are stored in low and floor level units, enabling children to develop their independence. Children have access to a wide range of toys and equipment in each group room that are suitable for their ages and stage of development. Toys are of good quality and well maintained.

Children's safety is promoted well within the setting. All fire safety equipment is in place and children participate in regular emergency evacuation drills. Risk assessments are in place and daily health and safety checks are completed by staff. Good security systems are in place, helping to keep children safe within in the setting.

Good systems are in place to help safeguard children and ensure any child protection concerns are dealt with appropriately. For example, policies and procedures are in place and the manager has attended an extensive training course.

Helping children achieve well and enjoy what they do

The provision is good.

All children have good opportunities to engage in a variety of activities throughout the day. Staff plan an appropriate range of activities in each group room using the guidance of the Birth to three matters framework and the curriculum guidance for the Foundation Stage. Staff evaluate the weekly activity plan and adult focus activity, enabling them to monitor children's progress and interest. In addition staff make observations of individual children's progress. However, not all staff use the new system of assessment, limiting the effectiveness of tracking children's progress and planning the next stages in their learning.

Babies are able to explore as they use a range of activity centres and musical toys. They use low level climbing equipment and soft play shapes to develop their physical control. Young children are becoming competent learners. They enjoy being imaginative while using the home corner and imitate cooking and eating while using play food. They are able to experiment with sound and use musical instruments appropriately. Young children are encouraged to develop their self care skills as they put on their own shoes after rest time. They are able to be creative as they explore and experiment while using sand, water and paint. They are supported well by staff as they use wooden bricks to build, making connections as they compare size and make patterns. Young children enjoy drawing, making purposeful marks and developing their understanding of representation. They are encouraged to develop their communication skills as staff clearly repeat words younger children are attempting to say as they reply.

Children who attend the out of school club have good opportunities to engage in a range of age appropriate activities. For example, they are able to develop their free creative expression through painting, drawing, collage and singing and dancing. Weekly activity plans incorporate free play and adult led activities. Children move freely, choosing activities and developing their independence. They have opportunities to use a good range of puzzles, games and construction sets that promote mathematical problem solving skills. Children play cooperatively, developing good communication and social skills.

Nursery Education

The quality of teaching and learning is good. Staff plan a range of indoor and outside activities that help children make good progress in all areas of learning. Good use is made of time and resources, enabling children to participate in free play and group activities throughout the day. Children are supported well by staff who encourage them during play and ask questions that make them think.

Children show good attitudes towards learning. They are able to concentrate well during free play, following through activities until they are satisfied they have completed their task, for example, they show persistence while completing a puzzle. They are able to sit quietly during group times and show confidence in speaking in their group. Children have good relationships with each other and staff. They respond well to staff who remind them of expectations of their behaviour and actively participate in daily routines, such as putting away resources. Children are able to play cooperatively; they can share and take turns during independent free play and group times. Children freely select resources and show good personal independence, developing their self care skills.

Children are developing good communications skills. They freely engage in conversations with each other and staff. For example, they are able to use language to explore imagined experiences during role play and express their ideas about what they would like for Christmas during group time. They respond well to memory games and listen well to stories. Children enjoy songs and rhymes and join in actions with enthusiasm. Children are able to use books purposefully. They are developing good writing skills, with some children able to write correctly formed letters.

Children are able to count reliably. They develop their understanding of addition and subtraction through every day practical activities, such as counting the number of bowls needed for tea, and through familiar songs and rhymes. Children have good opportunities to develop their problem solving skills as they use a variety of puzzles and construction sets.

Children learn about technology as they use programmable toys. They are able to design and construct using a variety of materials. Children are able to learn about cultures and beliefs through use of resources and during planned activities relating to festivals. They have opportunities to learn about nature as they grow cress and beans. Children show an understanding of time and place as they speak of events outside of the nursery. They sequence the days of the week and name the month during group time. However, children have too few opportunities to participate in outings and find out about their environment.

Children develop their physical skills through use of a range of climbing equipment and wheeled toys. They have opportunities to engage in group indoor games that promote coordination and control, such as using the parachute. Children show skilful use of tools, for example, they use scissors and pencil sharpeners appropriately.

Children enjoy being creative. They are able to explore using a range of materials such as paint, collage and clay. Children enjoy being imaginative as they become engrossed in role play. They show free creative expression as they draw representational drawings of people.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. They are able to learn about cultures and beliefs as they use a good range of books that reflect positive images of all people in the community. They use resources such as dressing up clothes and dolls that reflect a variety of cultures and participate in events that acknowledge festivals and celebrations. Good systems are in place to ensure all children's individual needs are known. Children who

have identified special needs are supported well by staff who work with parents and relevant professionals to ensure children's needs are met.

Children benefit from clear boundaries set by staff who help children understand right from wrong and give lots of praise and encouragement to promote good behaviour. Children have good relationships with staff. Babies go to staff to seek comfort and snuggle in for cuddles. All children are encouraged to share and take turns. They show a sense of belonging as they say goodbye to each other and staff at the end of the day.

Partnership with parents is good. They are offered a variety of information about the setting, including policies and procedures, details of activities and their child's day. However, the new system of assessment has not been fully implemented, limiting opportunities for parents to gain access to records of their child's progress. Parents report that children are happy, settled and enjoy their time at the setting.

Organisation

The organisation is good.

Children are cared for in a well organised environment where they have access to a good range of resources in all group rooms that support their learning. Children are able to select resources as toys and books are stored at low level, helping children to make choices and develop their independence. The setting is welcoming and generally well maintained. Although the toilets used by the out of school club and the fridge in the baby room do not promote good hygiene standards. The time children spend at the setting is well organised, allowing time for free play, group activities and outdoor play. However, children do not have enough opportunities to participate in activities and outings outside of the setting. Staff are well deployed and plan a range of interesting activities for all children. However, the system of assessment is not fully implemented by all staff and limits parents access to information regarding their child's progress.

Leadership and management of the setting is good. Effective systems are in place to ensure all required documentation is in place, such as records of children's details and attendance. Robust systems are in place to ensure staff are suitable to work with children, such as thorough recruitment, induction and ongoing staff appraisal. Staff work cooperatively together, creating a calm and stimulating environment. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last inspection the provider has employed a new nursery manager and a new area manager who has responsibility for the setting, along with others in the nursery chain. Together, the area manager and setting manager have made significant improvements and made good progress in meeting actions raised at the last inspection. The setting was asked to improve staff's understanding of the Foundation Stage curriculum and to introduce systems to monitor the quality of teaching and improve systems of assessment, including opportunities for parents to contribute to planning their child's next steps. Some changes to staff within the setting and internal training have enabled staff to develop their knowledge of the Foundation Stage and develop systems of planning and assessment. Although the new system of assessment has not

been fully implemented to provide opportunities for parents to contribute to planning their child's next stages of learning. The setting was also asked to improve the systems of planning for younger children and to provide a suitable range of equipment. Staff now plan using the framework of the Birth to three matters and have obtained a significant amount of new resources. The setting was also asked to develop staff awareness of issues relating to safety, equality, special needs, hygiene, behaviour management, partnership with parents, child protection and documentation. In order to meet these actions the setting has updated all policies and procedures, staff have attended training and staff meetings to ensure the policies are understood and new resources have been obtained.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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):

- ensure the toilets used by the out of school club and the fridge in the baby room are appropriately maintained.
- continue to develop the system of assessment; enabling staff to use the information gained from children's assessments to aid future planning and share information of children's progress with parents (also applies to nursery education).

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):

- extend opportunities for children to gain knowledge and understanding of the world, developing their sense of place through outings in the local environment.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk