

# Magic Roundabout Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY221045
<b>Inspection date</b>	14 March 2007
<b>Inspector</b>	S Campbell
<b>Setting Address</b>	Docklands Branch, 2 Lawn House Close, London, E14 9YQ
<b>Telephone number</b>	0207 498 1195 020 7364 6028
<b>E-mail</b>	
<b>Registered person</b>	Magic Roundabout Nurseries Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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](http://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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Magic Roundabout Nursery is one of five nurseries run by Magic Roundabout Nurseries Limited. It opened in 2004 and operates from a large play room divided into three play areas. The nursery is located on the ground floor of Jack Dash House in the Docklands.

A maximum of 39 children may attend the nursery at any one time. The nursery is open each week day from 08:00 to 18:00 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 32 children aged from six months to under five years on roll. Of these, eight children receive funding for early education. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs 10 members of staff. Of these, nine hold appropriate early years qualifications and one member of staff is working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children's health and welfare are being well promoted. They are learning good hygiene practices. Practitioners take positive steps to minimise the spread of infection, such as when changing younger children they use disposable gloves, wear aprons and changing mats are wiped with antibacterial cleaning spray after each use. Through well-planned daily routines and gentle reminders children wash their hands before eating and after visiting the toilet. Children's toys are washed on a regular basis to ensure they remain clean.

Children are well cared for in the event of an accident. Two practitioners hold first aid qualifications to enable them to deal with accidents. There are systems in place to record accidents and medication given to children. Documentation is shared fully with parents. However, entries in the accident book are not always acknowledged by parents. Children benefit from daily physical outdoor play. Younger children use a range of outdoor equipment confidently, such as a climbing frame, bikes and slide. This ensures children have opportunities to be active and have time to rest within the normal routines. Children's good health is further promoted because they benefit from opportunities to participate in weekly dance sessions carried out by a trained ballet teacher.

Children enjoy sociable mealtimes and their individual dietary needs are met. Children benefit from freshly prepared meals. They receive nutritious and varied meals, such as fruit, chicken and vegetable casserole. Children are developing a good understanding of healthy eating practices because practitioners spend time talking to children about why we must eat our vegetables, for example to make you big and strong. However, children's independent skills are not always consistently encouraged to serve themselves, make choices and pour their own drinks at mealtimes. There are good arrangements in place to share information with parents regarding younger children's daily food intake, for example a daily feedback sheet.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are at ease and are well settled in their environment. Practitioners create an environment that is safe and secure enabling children to explore independently. They are cared for in a warm and welcoming environment. Children play in a setting that has satisfactory safety measures in place. Practitioners carry out daily risk assessments and entry to the setting is managed by an entry code system. This allows practitioners to effectively monitor all person(s) entering the premises to maximise children's safety. Children learn how to keep themselves safe in an emergency because they have regular opportunities to practice the evacuation procedures. Children benefit from well-planned topics, such as 'people who help us'. Through organised visits from the local fire brigade children are developing an understanding of how to keep themselves safe.

Children's needs are well met because the setting has a reasonable range of suitable and well maintained toys, furniture and equipment. Resources are stored at a low level and children are able to make informed decisions about their play. Older children benefit from free flow access from the toddler and pre-school room. They freely and comfortably move around the setting from one activity to the next.

The welfare of children is reasonably safeguarded. Not all practitioners have a sound understanding of child protection issues. Therefore, children are not fully safeguarded.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Young children are beginning to become competent learners. Practitioners encourage young children to express their thoughts and feelings. Good questioning and repeating techniques encourage the use of language. Most practitioners have a sound understanding of Birth to three matters framework and they have recently implemented this within the setting. Children engage in appropriate activities, which are evaluated by practitioners. Children have good relationships with practitioners and they are able to talk about children's stage of development in detail.

Younger children benefit from playing with and alongside practitioners as they play with the treasure basket and smile when looking at their reflection in the mirror. Unsettled children are well supported by practitioners. They are very attentive towards children's needs and children are quickly reassured when they receive lots of warmth and cuddles.

Children are interested in the activities on offer and they engage in a broad range of craft and messy play activities to explore their senses and imaginative skills. Younger children enjoy looking at musical books and they get pleasure from the interactive circle time session as they follow the actions to the nursery rhyme 'wind the bobbin up'.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Not all practitioners have attended the Foundation Stage training. Focus activities are carried out by practitioners and they use observations to identify what children can do and their next steps. However, observations are not always systematically carried out and observations do not consistently identify children's next steps.

Children are motivated to learn. Children have developed positive relationships with their peers and practitioners. They show kindness and consideration for others, for example more able children assist practitioners in putting younger children to bed. Also when pouring themselves a drink they in turn ask their peers whether they would like a drink too. They openly show affection towards their peers by spontaneously giving each other cuddles and saying "I love you".

Children play harmoniously together and they are very polite. They say "thank you" without prompting and with encouragement by practitioners they help to tidy up. Children are confident speakers. They benefit from group discussions with their peers and others. There are sufficient opportunities for children to write for different purposes. They are beginning to understand print carries meaning as they spend time looking at books and newspapers independently.

Children are beginning to use mathematical language spontaneously. More able children can count up to 10, and when playing with their play dough sausages children compare big and small. However, there are missed opportunities for children to use simple addition and subtraction through practical activities, such as counting everyday objects. Children enthusiastically and competently use the computer. They use the mouse skilfully, navigating their way around chosen computer programmes.

Children's imaginative and creative skills are developing well. Practitioners provide sufficient opportunities for children to act out real life situations when playing in the home corner. They have access to some resources, materials and tools to make their own creations, such as paper, scissors, sticky tape, stapler and hole punch.

### **Helping children make a positive contribution**

The provision is good.

Children's needs are very well met because practitioners gather relevant information about their individual needs and background. Children are respected as individuals and practitioners have a positive attitude towards diversity. Children's spiritual, moral, social and cultural development is fostered. Children are finding out about their own culture and beliefs as well as other peoples as they celebrate different festivals, for example, Christmas, Eid and Diwali. Children have access to toys and resources that promote positive images, such as dressing up clothes, books and dolls.

Children interact well with each other and they are developing skills in taking turns and sharing. Older children benefit from teamwork games, for example using the parachute. Children are generally well behaved and practitioners are consistent in their approach to managing children's behaviour.

Children benefit from sound relationships between practitioners and parents. Parents are welcomed into the setting and the nursery offers an open door policy. Parents have daily opportunities to meet with practitioners to discuss their children's progress. Parents are kept well informed of current topics, events and general issues through various means, such as newsletters, discussions and notice board.

Partnerships with parent and carers are good. Parents receive both formal and informal information about the Foundation Stage curriculum. They are able to see their children's progress reports at anytime. Reviews are carried out every six months and parents are encouraged to contribute to their child's assessment. Parents are able to be involved in their children's learning while at the setting, for example they contribute traditional foods for Cultural Awareness Day.

### **Organisation**

The organisation is good.

The person in charge has a level 3 qualification. There are appropriate vetting procedures in place to guarantee children's safety and welfare within the setting. Practitioners are well deployed and there are effective contingency plans in place to cover staff absences. The manager is supernumerary but covers in the rooms when needed. This ensures children are well supported throughout the day. Practitioners work well as a team and they have clear defined roles and responsibilities, such as health and safety, behaviour management and child protection. There are regular appraisals that identify training needs and practitioners are encouraged to attend ongoing training. This supports children's learning while at the setting.

All mandatory records are in place and stored confidentially. This guarantees the safe and effective management of the setting in order to promote children's welfare. Most required records are kept-up-to date and well maintained with the exception of the daily attendance register and accident records. Relevant policies and procedures are in place and regularly reviewed and updated to ensure they meet current legislation and enhance good practice.

Leadership and management is satisfactory. There are informal and formal systems in place to assess the strengths and weaknesses of the nursery education. The manager carries out observations in all rooms and feedback is given to practitioners regarding findings. However, systems require further development to identify some weaknesses in observations, identifying and recording children's next steps. The manager is committed to working in partnership with the local authority in regards to the nursery education provided. They have recently implemented new systems for planning, observation and evaluation. This will be consistently monitored through formal meetings. Overall, children are steadily making progress in all areas of their development. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last care inspection the provider was required to ensure that there are effective procedures in place for checking staff are suitably qualified and/ or experienced to work with babies; devise and implement a policy about the exclusion of children who become ill or infectious and make sure parents are made aware of it; ensure that children have an appropriate range of accessible activities and resources that meet their developmental needs and that they also promote equality of opportunity; ensure babies are held while being bottle fed; ensure there are sufficient resources so that staff can sit while feeding babies and share information both written and verbal with parents about their children.

There are appropriate arrangements in place when feeding babies. Staff hold children in their laps whilst being fed and staff are suitably qualified and experienced to work with babies. This ensures children's needs are well met. An ill or infectious exclusion policy is now in place and shared fully with parents. Children have access to a range of resources that meet their needs and toys that promote positive images. This encourages children to develop a positive attitude towards diversity. Information about children's play and progress is shared with parents both verbally and in writing on a regular basis. This helps to ensure children receive individual care and attention.

### **Complaints since the last inspection**

Ofsted has received one complaint, since the last inspection. The concern raised in December 2004 relates to National Standard: 11 Behaviour and National Standard 13: Child Protection. The concern related to allegations made against staff, and the management of children's behaviour. The provider was asked to provide details about their internal investigation and evidence was found qualifying the concerns raised. The provider agreed actions to develop staff's awareness of managing children's behaviour; ensure the nursery's child protection procedures comply with local area Child Protection Procedures and develop staff's knowledge of child protection. Ofsted was satisfied that by taking these steps the provider met the National Standards and remained qualified for registration at the time the investigation was closed.

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):

- further develop staff's knowledge and understanding of child protection
- consistently record children's departure time and ensure parents acknowledge entries in the accident book

#### 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):

- continue to develop systems for monitoring the effectiveness of the nursery education to ensure all areas of the Foundation stage is fully covered (also applies to care)
- consistently encourage children's independent skills at mealtimes to serve themselves, make choices and pour their own drinks (also applies to care)
- continue to develop staff's knowledge and understanding of the Foundation stage curriculum
- ensure observations are consistently carried out and clearly identify children's next steps. (also applies to care)

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