

Magic Moments

Inspection report for early years provision

Unique Reference Number	EY340758
Inspection date	25 July 2007
Inspector	Christine Lynn Williams
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Registered person	Magic Moments Childcare Ltd
Type of inspection	Integrated
Type of care	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.

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 Day Nursery is a part of Magic Moments Childcare Ltd. It opened in 2007 and operates from five rooms in a building converted for the purpose. It is situated in the centre of Barnt Green, Worcestershire. A maximum of 40 children may attend at any one time. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year. All children share access to secure enclosed outdoor play areas.

There are currently 59 children aged from three months to eight years on roll. Of these, 14 children receive funding for early education. Children attend from a wide catchment area.

The nursery employs 12 full-time and four part-time members of staff. Of these, over three quarters hold appropriate early years qualifications and two staff are working towards a qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well protected by the high levels of hygiene which are maintained within the nursery. Extensive cleaning routines and practices are followed to reduce the possible risks of infection and staff take positive steps to ensure that all equipment, toys and areas used by children are spotless. For example, daily and weekly cleaning routines are followed, staff wear gloves and aprons when changing nappies, regularly sterilise feeding equipment and toilet and nappy changing areas are cleaned twice a day. Very positive steps are taken to encourage children to begin to take responsibility for their own hygiene needs. Colourfully decorated and well equipped toilet areas allow three and four-year-olds to be fully independent in their own personal care, while attractive nappy changing areas and toilet training facilities are used effectively to help even the youngest children understand simple hygiene rules, such as washing their hands when necessary. Children's health needs are carefully recorded and they are taken well care of if they have an accident or become ill.

Children enjoy a wealth of physical play and so develop the confidence to use their bodies effectively in various ways. Babies and toddlers get plenty of fresh air as they enjoy regular walks to the park, while creative use of indoor space and equipment ensures all children learn to move with increasing control and dexterity. There is plenty of space for the youngest children to crawl, kick, pull themselves up and develop early walking skills, while toddlers learn to climb and negotiate uneven surfaces within the safe environment of the sensory room. Lots of physical play is offered in a large communal area, where children enjoy such things as crawling through large cardboard boxes or making the most of bikes and push along toys. Pre-school children enjoy daily outdoor play and practice jumping, peddling and catching and throwing. They develop a clear awareness of how to keep healthy through being active as they warm up and stretch their muscles and learn to point their toes, lift their legs and do press ups. They use bikes and scooters with skill and often enjoy the challenge of an outdoor adventure playground at the local school. Small equipment such as balls, hoops and gardening tools help children to develop their co-ordination, while daily use of paint, construction and dough tools ensure they have good hand and finger control.

Children benefit from nutritious, home cooked meals and snacks and are encouraged to drink frequently. Hot meals are prepared each day, using fresh ingredients with no artificial additives, sugar or salt. These include a wholesome range of foods such as roast dinners, pasta, rice, and lots of fresh fruit and vegetables. Weekly menus are produced so that a good balance and variety of foods is achieved, and these are displayed along with photographs of each meal so that parents are fully informed about what their children are eating. Mealtimes are organised very effectively and provide a family atmosphere where all children sit together sociably to enjoy their food and talk with their siblings or older friends. Young children are encouraged to feed themselves independently and there is lots of chatter as they enjoy each other's company and learn from each other. Many opportunities are provided to help children learn the benefits of eating healthily. For example, cooking activities or making sandwiches and cakes for tea support their understanding of what foods are good for them, and staff are skilled at holding meaningful discussions and making positive comments about healthy eating.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy a warm and welcoming environment, where their care rooms are attractively decorated and specifically designed to aid their learning and offer lots of stimulation. Play space has been organised effectively to ensure children can explore and develop safely and with close adult support and there is always a high ratio of well qualified staff to the number of children present. Children use a stimulating range of toys and equipment that are of good quality and safe. The nursery is very well resourced and playthings and equipment have been specifically chosen for their good design and safety aspects.

Children are kept safe at all times due to staff's keen awareness of safety issues. The premises are checked daily and safety has been carefully considered and all possible risks minimised. For example, guards are fitted to all doors to protect children's fingers, while staff wear soft slippers when caring for crawling babies. An exceptionally detailed risk assessment and analysis of such things as reducing the dangers associated with cleaning materials means that safety is given a very high priority at all times. Effective security measures protect children from unauthorised visitors and security locks on internal doors ensure children cannot accidentally leave their care rooms unsupervised. Children receive a high level of individual attention and are beginning to understand about what is dangerous and how to keep themselves safe. They know the procedure for evacuating the building in an emergency, understand that the reflective tabards they wear help to keep them safe when they are out walking around the village and are learning the rules for road safety. Gentle guiding away helps babies and young children to understand such things as not to stand too close to doorways and they sleep safely, comfortably and are frequently monitored.

Staff have a good understanding of how to safeguard children and recognise that this is their first priority. They are vigilant, aware of the signs and symptoms of possible abuse and know the appropriate procedures to follow should they have concerns about a child. Some staff have received specific child protection training and they have easy access to detailed policies and reference guides to help them implement correct procedures when necessary. Staff's willingness to record existing injuries and incidents and discuss this with parents further protects and safeguards children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and involved in a broad range of activities which support their development and overall learning. Good, warm and caring relationships are developed and this is evident. They are encouraged to make friends with each other and to approach and talk freely with the adults who care for them. A keyworker system is used effectively to gain information about young children's starting points, individual routines, needs and preferences and this provides a continuity of care that ensures children feel secure and nurtured. Young children are well cared for because staff have a good understanding of their needs and organise their time effectively to allow them to hold and play with babies and toddlers. They playfully respond to children's actions, expressions and what they say and often use recorded music to soothe or stimulate children. Individual children's daily routines are displayed so that staff can maintain their usual sleep and feed times and daily care diaries are used effectively to create a constant two-way flow of information between the nursery and home.

Children benefit from staff's attitude and enthusiasm. They plan and provide activities to help young children's development in line with the 'Birth to three matters' approach and work closely with them to stimulate their interest and help them explore the world around them. Their senses are stimulated as they play with such things as jelly or shredded paper and a well equipped sensory room and treasure baskets of household objects, offer lots of stimulation and tactile experiences. Staff have begun carrying out observations and assessments of children's progress, however these are not being carried out with sufficient frequency to ensure that children's strengths and developmental needs are effectively identified and that plans are made to move them forward to the next stage.

Nursery Education

The quality of teaching and learning is good. Children enjoy their time at the setting where they are well cared for because staff are attentive and have a good understanding of their needs. Staff plan activities to ensure progress towards the early learning goals and the inclusion of all children. A varied educational programme is offered with purposeful first-hand experiences offered covering all six areas of learning. Children are sufficiently challenged and staff have appropriate expectations of them. However, not all staff have a good knowledge and understanding of the Foundation Stage. Planning of the curriculum is under development and not all staff are fully secure in their knowledge of promoting the Foundation Stage curriculum.

Supportive methods are employed that help all children to learn effectively, taking account their individual needs. Their behaviour is well managed and as a result children respond positively.

Effective use is made of time and resources. Staff are enthusiastic and friendly and work closely with children to develop close relationships and an enthusiasm for learning. Targeted observations are carried out and details of observed learning are linked to the stepping stones. However, assessments of children's progress to guide their planning and teaching are not used to inform planning.

Children's personal, social and emotional development underpins the rest of their learning and this helps to build self-esteem and gives children the confidence to try new things. Staff are attentive and supportive, listen and respond well to what children say and use effective open-ended questioning to help children think. Children's self-care and independence is supported extremely well and three and four-year-olds show skill in dressing themselves for outside play and managing their own personal care. They behave very well, responding positively to the clear instructions, praise and carefully planned activities that encourage them to work together harmoniously. A varied educational programme is offered and overall, children make good progress in all areas of learning.

Children are confident and expressive speakers who are developing well in the area of communication, language and literacy. They listen enthusiastically to stories, joining in with familiar phrases and predicting what may happen next. They enjoy looking at a wide range of different books and are beginning to understand that words have a real purpose. There are lots of opportunities to start recognising their own names as they find their coat pegs and put their belongings in their drawers. Some four-year-olds are beginning to recognise familiar words such as the days of the week, and they often sound out the letter in their name and can link letters to familiar objects. Good opportunities are provided for children to make marks and some are beginning to write their own names.

Children are making good progress in the area of mathematical development. They practise and refine their counting skills with a wealth of enjoyable first-hand experiences, and these help them to develop strong and positive attitudes to numbers. Puzzles, games and number rhymes are used creatively to help them predict, recognise numbers and count in sequence and some older children can count reliably to ten or more. Purposeful, first-hand experiences help them to solve simple number problems such as working out how many cups are needed at snack time or how to share out the dough between their friends. Children often hear staff using mathematical language and learn about shape and size as they make pictures from triangles and squares and work out who has grown the tallest cress seeds.

Staff support children's learning in the area of knowledge and understanding of the world well, providing lots of interesting activities that encourage children to observe and explore with natural curiosity. They learn about the local environment and natural things through digging and planting in the nursery garden, visiting the park and school playing fields and investigating the trees and animals they see there. For example children showed fascination and great excitement when they found a baby hedgehog and helped to rescue it from being tangled in disused tennis nets. They question and investigate why things happen as they plant cress and beans and watch them grow and stimulate their senses as they play with water and sand or enjoy cooking activities. Exciting trips and outings, such as taking the train to visit the library at a nearby town, help them to extend their experiences and learn about the world around them. Children enjoy using tape recorders and listening to how their voices sound, however they have limited opportunities to develop their skills in using everyday technology, particularly during their imaginative play. Children listen intently to each other as they talk about their families and home experiences and they join in with celebrating their own special days and some cultural festivals.

Children's creative development is promoted as they express themselves freely through crafts, music and acting out familiar stories. They experiment with using different painting techniques such as printing, talk about how corn silk feels and enjoy developing their own ideas through puppets and small world play. They sometimes use their imaginations to act out familiar situations such as pretending to be travelling on a train, however role play is not offered frequently enough to fully develop children's imaginative play or to help them make the most of their learning through acting out familiar roles and situations. Weekly rhythm-time sessions and lots of singing and moving to music provide a wealth of opportunities for children to learn to move creatively and they regularly use musical instruments or clap in time to their favourite songs.

Helping children make a positive contribution

The provision is good.

Children show a strong sense of belonging, work harmoniously with others and make choices and decisions. They often help each other to tidy away their toys and benefit from the strong family atmosphere created within the nursery. Photographs are used widely to help children feel at home and lots of praise is given. Staff give babies their full attention, actively respond to their smiles and the noises they make and use gentle tones and positive expressions to help them understand when they have pleased an adult. Toddlers and pre-school children are set good examples and show pride at receiving reward stickers for being kind, helpful or achieving. There are plenty of opportunities for young children to be cuddled and comforted and close and supportive relationships are developed throughout the nursery.

Children's understanding of our diverse society is developed as they participate in a range of different celebrations and are introduced to different people in their local neighbourhood. Posters and carefully chosen playthings ensure they regularly see images of differing family backgrounds and cultures and this sets good examples and helps them to develop positive attitudes towards all members of society. Some children benefit from learning French one day a week. All children are fully included and staff keep thorough records of each child's individual needs and are committed to working closely with parents and other relevant professionals when necessary. Children's spiritual, moral, social and cultural development is fostered.

The setting's practice clearly shows that inclusion and diversity are given a strong focus. A trained Special Educational Needs Coordinator (SENCO) is employed to ensure that each child's needs are fully met. There is a firm commitment to working closely with parents and other relevant professionals where appropriate.

The partnership with parents and carers is good. A strong relationship is formed with parents and this helps to support children's care and development. They are always warmly greeted and staff take the time to talk to them in detail about their children. A keyworker system is in operation and is effectively used to gather information from the parents regarding the children's starting points.

Good quality information is provided through such things as information packs and daily care diaries and this contributes to children's well-being and helps parents to understand how their children are cared for. Parents are well informed of their child's progress and achievements through a variety of different methods. For example there are parents' evenings and the setting operates an 'open door' policy. Display and photograph boards are used very effectively to involve parents in what their children are learning and they are regularly asked for their feedback and suggestions. Close working relationships are developed through social and fund-raising events and the nursery's Parents Group. Formal parent evenings are also held to discuss children's progress and how well they have settled. The nursery's operational plan and policy documents are readily available for parents to see and this includes a well considered complaints procedure which ensures that any concerns are recorded and promptly acted upon.

Organisation

The organisation is good.

Children's care and education is promoted well due to the positive steps taken to ensure that all staff contribute to maintaining children's overall good health, safety and learning. High quality resources and creatively designed care rooms produce a stimulating, child-friendly atmosphere and there is a strong commitment to providing good quality care. Staff work well together, understand their roles and responsibilities and are encouraged to contribute ideas and suggestions that help with the smooth running of the nursery. They group the children effectively, often with key workers in small groups, and this promotes consistency and allows lots of discussion between staff and children. Staff are well qualified and there is a strong commitment to training and on-going staff development. Employment systems are robust, with all staff appropriately checked to ensure they are suitable to work with children.

Leadership and management of the nursery education is good. The owner successfully steers the nursery and has a clear vision for the future. Staff are fully involved in the decision making process and are beginning to contribute to the future development of the educational programme by making strong links with the local school. This ensures that a collaborative approach is made to such things as how children learn to link sounds to letters and that children

experience a smooth transition from nursery to full time education. Although the nursery has only recently opened, staff have already begun to reflect on what they do in order to plan to make improvements. However, this has not yet been extended to include evaluating the strengths and weaknesses of the educational programme.

A good range of effective documentation, policies and records ensure children's health, safety and well-being are always carefully considered. All significant information is recorded, and this demonstrates the nursery's commitment to ensuring a high level of care is offered. Overall children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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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The quality and standards of the nursery education are good.

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):

- develop methods for allowing all staff to frequently observe and assess younger children's progress and use these to guide the planning of their future learning.

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):

- formalise the system for observation, assessment, and evaluation to ensure the effectiveness of the nursery education programme.

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