

Magic Roundabout Day Nursery

Inspection report for early years provision

Unique Reference Number	EY152688
Inspection date	15 January 2008
Inspector	Angela Ramsey
Setting Address	Binfield Road, Clapham, London, SW4 6TB
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Registered person	Khalid Iqbal
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 Day Nursery and Out of School club opened in May 2003. It operates from 14 rooms on two floors in a three storey refurbished purpose built building. The setting is located in Stockwell.

There are currently 97 children from three months to five years on roll. This includes 37 funded children. There are currently eight children from five to eight years on roll attending the after school club. Children attend for a variety of sessions. The setting currently supports a number of children with learning difficulties and/or disabilities and who speak English as an additional language.

The group opens five days a week all year round. Sessions for the day nursery are from 07:30 until 19:00. The after school group operates from 15:30 until 19:00.

Twenty-five full time staff and four part time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Five staff are currently working towards a recognised early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and welcoming environment. They are provided with opportunities to learn good hygiene practices and develop self-care skills, for example, older children are encouraged to wipe their noses and to put the used tissue in the bin. Staff remind children to wash their hands before eating their meals and snacks and after using the bathroom. After lunch children aged between the ages of three to five years go to the bathroom to wash their hands and faces. Children aged under three have their hands and faces cleaned by staff using wet paper towels.

Children's good health is promoted as staff implement hygiene procedures to minimise the risk of cross infection within the nursery. For example, staff were observed changing nappies wearing aprons and gloves. However, children's health may be compromised as tables are not consistently wiped before being used at meal times. Also suitable hand drying facilities are not always available in the staff bathrooms.

Effective policies and procedures with regard to managing accidents, administering first aid and medication are in place thereby ensuring children are well looked after. Parents are informed, via the nursery's written policy, of the importance that children who are ill or infectious need to be excluded from the setting until they are well. If a child becomes unwell whilst at the nursery they are well cared for and comforted by caring staff whilst waiting for their parents to collect them.

Children are well nourished. Homemade balanced and nutritious meals and snacks are prepared on the premises by the setting's cook. Children and staff eat their meals together which makes meal times a sociable occasion. Drinks are provided at meal and snack times, children are also able to access drinks at other times during the day as they play.

Children benefit from being able to play in the well resourced outdoor play area. They are able to participate and enjoy a range of activities which contribute to their good health. Children strengthen their large muscle skills and develop their coordination as they ride wheeled toys and climb on the climbing frame. During inclement weather children are able to use the hall. Here children can ride tricycles, push buggies, climb on the climbing frame and climb and jump on the soft mats.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's welfare is safeguarded as staff have a good understanding of how to protect children, and recognise that this is their first priority. They are aware of the signs and symptoms of possible abuse and know the appropriate procedures to follow should they have concerns about a child. Staff have access to the government booklet 'What to do if you're worried a child is being abused'. A clear child protection statement has been devised which is made available to parents. Opportunities for staff to update their knowledge and skills in this area through regular training is also provided.

Security of the premises is good. Indoor and outdoor play space is organised effectively, creating a child-friendly environment which enables children to explore while being appropriately supervised by caring and well deployed staff. Children's risk from accidental injury is minimised

within the setting. This is due to the fact that potential hazards are identified and quickly rectified by staff as they carry out regular risk assessments. Fire evacuation procedures are in place and regular fire drills are carried out. This ensures children and staff can leave the premises swiftly and safely in the event of an emergency.

Children are cared for in group rooms according to their age. There they are able to access good quality toys and play materials appropriate to their age and stage of development. These are easily accessible on tables and floor areas. Photographs and examples of children's creative work are displayed. These make the environment welcoming and contribute to the children's feelings of self-worth and of being valued.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the setting. They are eager to participate in the activities provided. Resources are well organised in containers or accessible on shelves enabling children to make choices about what they want to play with. The staff team work well together and this contributes to creating a relaxing atmosphere where children feel a sense of belonging. Staff have attended training in relation to the Birth to three matters framework and incorporate this when planning activities.

Children are becoming competent learners as they explore playing with sand and water. They develop their hand eye coordination as they make marks using jumbo crayons and chalk. Children are creative as they investigate the feel of paint while they engage in hand printing.

Children relate well to staff because they are caring and join in with their play. Young children sit with and enjoy the close contact with their carers.

Nursery Education

The quality of teaching and learning is good. Staff have attended training and therefore have an understanding of the Foundation Stage. Activities are planned accordingly and plans are devised incorporating the early learning goals. Children are grouped and a member of staff is responsible for completing observations, assessing and evaluating activities and planning for children's next steps.

Toys and resources are available and accessible to enable children to make choices independently. Children are excited, interested and motivated to learn. Exciting activities are planned, for example, the Inspector observed a large group of children engaged in planting bulbs. Although this activity was interesting for those taking part, the number of children participating was too large. This meant that the activity lost focus and staff were unable to keep children's attention.

Children's speaking and listening skills are progressing well. They are able to self select books and listen well and participate during story sessions. Children have some opportunities for writing as they form letters. Children are able to recognise letters and words in the environment, such as recognising their name and those of their peers. Some children are learning to match letters to sounds and they are able to recognise the letters of the alphabet. For example, they know which letter their name starts with. However, more able children are not encouraged to write their names on their creative work, to further extend their writing skills.

Children use numbers confidently in their play as they tell the inspector how old they are. When completing number puzzles children recognise numbers up to 10. They learn about size, as they

complete puzzles. Children develop an understanding of weight by weighing items, such as bricks, on scales. Staff also use worksheets to extend children's mathematical and literacy skills.

However, everyday situations are not used to further children's concept of numbers. For example, children are not encouraged to help with setting the tables at lunch and snack times. At these times there are opportunities for children to calculate how many plates, cups and how much cutlery is needed. Children's independence is not further encouraged as they are not provided with opportunities to pour their own drinks or serve themselves at meal times.

Children are finding out about their environment and the natural world, for example, as they play in the outdoor play area. They are able to develop an understanding of technology as they take turns using the computers in the computer suite.

Children are given lots of opportunities to express themselves creatively. They have great fun as they experiment with different colours as they use paint brushes. Children are developing their imagination as they engage in role-play; for example, the role play area is regularly changed it is currently a shop and has been set up as a laundrette. Although these areas are well resourced, the addition of writing materials would further children's language and literacy skills.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered and their individuality respected and acknowledged by staff. Inclusion is promoted well within this setting and all children are valued. This is achieved through keeping thorough records of each child's individual needs and all aspects of their progress. Three members of the staff team have attended training as Special Educational Needs Coordinators (SENCO). This helps to ensure that each child's needs are met fully. Staff also work closely with parents and liaise with other relevant professionals.

Staff adopt a consistent and positive approach to the management of children's behaviour. Clear boundaries according to the child's level of understanding are established. Therefore children become aware of the setting's routines and know what is expected of them.

The settings equal opportunities policy is understood and implemented by staff and is shared with parents.

Children learn about the culture and beliefs of other people as they celebrate different festivals. Children also have access to a range of toys and resources that are age appropriate and that reflect diversity, enabling children to develop an awareness of those in their community.

Partnership with parents is good. Prospective parents are encouraged to visit the nursery. They receive information about the setting and have access to the group's policies and procedures. Parents are kept up to date about their child's day and are encouraged to speak to staff about their progress. Regular parent's evenings are held. This provides the opportunity for staff to speak to parents about their child's achievements and to discuss plans for their next steps.

Parents are happy with the care their children receive. Staff involve parents in children's learning. Parents are listened to and their suggestions considered.

Organisation

The organisation is good.

The care children receive from the dedicated staff team enables children to feel happy and secure. The systems for the recruitment and vetting of staff ensure that children are cared for by those who are suitable to work with children. This has a positive impact on the long-term welfare of children. The nursery's policies, procedures and records are comprehensive and enable the smooth running of the setting.

Leadership and management is good. The professional development of the staff team is considered important. The management team ensure staff keep up their knowledge of childcare initiatives by attending training courses which serves to improve their knowledge and understanding of good practice.

Overall, the setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

At the last inspection the setting was asked to: devise a written statement of the procedures to be followed if a parent fails to collect a child; staffs understanding of the Foundation Stage; the arrangements for ensuring that health and safety requirements are implemented; the arrangements for ensuring that staff are vetted and children are protected from persons who are not vetted; procedures for ensuring staff have a consistent approach to their work with regards to observing and recording children's development so they can plan the next steps for the children's learning and development.

These recommendations have been met well and the health, safety and welfare of children has improved as a result. A written statement of the procedures to be followed if a parent fails to collect a child has been devised. Health and safety requirements are implemented as regular risk assessments are conducted. Staff are vetted. New members of staff who are awaiting Criminal Records Bureau clearance (CRB) are never left in sole charge of children.

Staff have attended training on the Foundation Stage and a qualified teacher has been employed. This training ensures staff have a consistent approach to their work with regards to observing and recording children's development so they can plan the next steps for the children's learning and development. The completion of these recommendations enable the children to make good progress.

Complaints since the last inspection

Since 1 April 2004 Ofsted received four complaints that required the provider or Ofsted to take action in order to meet the National Standards. The complaints related to National Standard 1: Suitable person, National Standard 2: Organisation, National Standard 3: Care, learning and play, National Standard 4: Physical environment, National Standard 5: Equipment, National Standard 6: Safety, National Standard 7: Health, National Standard 8: Food and drink, National Standard 12: Working in partnership with parents and carers and National Standard 14: Documentation.

The first complaint raised concerns regarding staffing ratios and hygiene at the setting. Ofsted conducted an unannounced visit to investigate and set an action under National Standard 7.

The second complaint raised concerns about staffing ratios. Ofsted conducted an unannounced visit to investigate the concerns and set actions under National Standard 2 and National Standard 11: Behaviour. During this visit other breaches were identified and actions were set under National Standard 1, National Standard 2 and National Standard 7. A further monitoring visit was conducted and Ofsted was satisfied that the National Standards were being met.

The third concern was raised when the provider informed Ofsted that an error had been made despite their procedures being followed. Disciplinary action was taken in respect to a member of staff and the provider took action to avoid any further error by including an additional identity check in the process. Ofsted therefore took no further action in this matter.

The fourth complaint raised concerns relating to the quality of childcare being provided at the setting. Ofsted conducted an unannounced visit to the nursery following which the provider was set eleven actions under National Standard 2, National Standard 3, National Standard 5, National Standard 6 and National Standard 7. A response was received from the provider detailing the action they had taken to meet the National Standards. Ofsted was satisfied with the response and took no further action.

The fifth complaint raised concerns regarding the suitability of staff, that staff were not adequately deployed within this setting, that children's individual developmental needs were not being met and that children were not adequately supervised within this setting. An unannounced visit to this setting was conducted. During this visit evidence was found that the National Standards were not being met. In view of this three actions were set under National Standard 2 and National Standard 14. A response to these actions was received which identified that the National Standards were now being met as the provider had taken steps to ensure that staff were adequately deployed within the setting and that attendance records were accurately maintained at all times.

This provider remains qualified for registration.

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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):

- ensure tables are consistently cleaned before meal times
- ensure suitable hand drying facilities are always available in the staff bathrooms

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):

- encourage children to further extend their writing skills by providing more opportunities
- provide further opportunities to develop children's self help skills. Use everyday experiences to increase children's concept of numbers
- ensure activities requiring support and direction from staff are well planned

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