

# Magic Daycare Nursery

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY275756
<b>Inspection date</b>	26 March 2008
<b>Inspector</b>	Pauline Nazarkardeh
<b>Setting Address</b>	Grange View Road, Whetstone, London, N20 9EA
<b>Telephone number</b>	0208 343 7766
<b>E-mail</b>	enquiries@ magicnursery.co.uk
<b>Registered person</b>	Magic Daycare Nursery Ltd
<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 good.

### WHAT SORT OF SETTING IS IT?

Magic Daycare Nursery opened in 2003 and operates from a purpose-built building, situated in Whetstone in the London borough of Barnet. A maximum of 49 children may attend the nursery at any one time. The nursery operates all year round between the hours of 07:30 and 18:30. Children are cared for in age related groups each of which has its own room and members of staff. There is a roof terrace for outdoor activities.

There are currently 72 children under five years on roll. Of these, 12 children receive funding for early education. Children come from a wide area and most of their parents work. The nursery currently supports children with learning difficulties and/or disabilities

There is a staff team 18 the majority of whom have an appropriate child care qualification and experience of working with young children in various settings. The manager and deputy are supernumerary.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children benefit from a healthy diet. The rotating menu is nutritionally well balanced and staff have a good knowledge of children's individual dietary needs. Older children take it in turns to help prepare snacks in the rooms and develop good self help skills as they serve themselves at meal times.

The majority of the staff team hold first aid certificates, all the documentation required to support children's health is suitably maintained. As a result, staff are able to act in the best interest of a child should they require medical attention. Children are protected from unnecessary illness as they do not attend if they are unwell. They learn about the importance of good personal hygiene through well-planned daily routines. For example, they wash their hands at low level sinks, and brush their teeth after lunch. Good nappy changing procedures help prevent the risk of cross infection.

Outdoor play is provided for on the roof terrace; although this area is small all children have opportunities to benefit from physical exercise and fresh air on a regular basis. Here children play with a selection of resources and learn to steer and manoeuvre the bikes. Staff adapt resources so they are suitable for each age group, for example, using traffic lights with the older children. Many opportunities are provided for children to practise and develop their small motor skills. For example, through the use of malleable materials, such as sand and play dough. Younger children explore the sand in a tray on the ground, and all children enjoy art activities.

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

The provision is good.

The premises are very well maintained. Children use a range of safe, good quality, developmentally appropriate resources. Comprehensive risk assessments, good supervision of the children, and well organised rooms reduce safety hazards. Children learn about their own safety as they use traffic lights and road signs in the outside play area.

Children's risk of accidental injury is minimised in the well-designed setting which has very good safety and security precautions, such as an entry system on the front door.

Children's welfare is fully safeguarded because staff have a secure knowledge and understanding of the procedures to follow if they are concerned about a child. Current child protection guidance is available, and there is a system in place for recording existing injuries and concerns.

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

The provision is good.

Children enjoy their time at the nursery and they are making good progress in their development. Parents are encouraged to settle their children and staff work well with parents to ensure this is successful, for example, each child has a key worker who is responsible for coordinating their care and development. Children benefit from the warm and friendly interaction they have with staff. Staff are caring and supportive and they encourage all children. Consequently, children are confident to approach staff and express their needs.

Children are cared for in welcoming, bright and attractive play rooms. They are organised by age into four groups, each having a separate base room. The Birth to three matters framework, which supports children in their earliest years, is incorporated into the planning of the routine and activities. Children explore safely and freely as they experience many good play opportunities. The toys and resources are stored on low level shelving so that children can make independent choices and help themselves. Babies are cared for in a warm and homely environment, for example, there are soft furnishings and lots of brightly coloured interactive toys that are easily accessible. They are well supervised as staff sit close to them on the floor and fully encourage them to move and explore materials and equipment safely.

Young children have access to a range of good quality resources that are suitable for their age and promote their learning. For example, interactive toys, art activities, imaginative play and books. They are becoming competent learners, as they cut, construct, and paint with obvious pleasure.

#### Nursery Education:

The quality of teaching and learning is good. Staff have an excellent knowledge and understanding of the Foundation Stage of learning and how children learn and progress. They plan a well-balanced curriculum which helps children to make good progress in all areas of their development. Planning is thorough and clearly shows the purpose of all activities. Teaching sessions are well organised to allow children to participate at their own level. Staff observe individual children's development and record progress. This identifies the next steps of learning for children. This information is shared with the parents by the key-worker and parents are encouraged to comment and become involved in their children's learning.

Children's personal, social and emotional development is well fostered. Staff carefully consider the lay out of the playroom and set out toys and resources to enable children to make choices independently. They are interested, excited and motivated to learn as they persist at chosen activities. Children are developing their number and problem solving skills as they participate in a wide range of activities, for example, calculating, measuring and constructing.

Children's speaking and listening skills are progressing well. They make valuable contributions and express their own views and thoughts at discussion time. Many children recognise their own and their friends' name labels in the environment. However they are not always able to write spontaneously and for a variety of purposes. Children listen attentively to stories and they often choose their favourite books to read by themselves, for example 'Toy Story'.

Children are finding out about their environment as they observe the changes to the nursery snails. They have also learned about the life cycles of a frog and used sequenced photographs to show their understanding. They explore colour, texture and shape as they stick with a variety of materials, paint and draw. They spend purposeful time participating in planned music and movement sessions. These help them to listen to instructions and move imaginatively.

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

The provision is good.

Children are respected and valued as individuals. They have developed close relationships with the staff who they trust and rely on. Children express their feeling for staff in discussion and when they sing. They are beginning to learn about their own and other people's beliefs and cultures as a range of festivals are acknowledged, such as St Patrick's Day and Purim. However,

they have limited routine access to resources that promote positive images of culture, ethnicity, gender and differing abilities to reinforce their knowledge and understanding of diversity.

Children with learning disabilities are well supported in the group. Staff work closely with all parties involved in the care and education of the child to ensure a positive outcome is achieved. Children who have English as an additional language are also appropriately supported. As children are well engaged in meaningful activities, their behaviour is good. Any difficulties that may arise are managed by the staff using age-appropriate and positive methods. Consequently, children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of children who receive nursery education is good. The staff understand the positive impact that working closely with parents can have on the child. Parents are given opportunities to become involved in their children's learning and parents spoken to value this. Parents are not however given enough information about the Foundation Stage Curriculum.

### **Organisation**

The organisation is good.

Children's care is enhanced by the well organised and effective leadership and management of the nursery which has a positive impact on the day to day running of the setting. Staff work well as a team and demonstrate enthusiasm for creating a safe and secure learning environment that stimulates children of all ages. They have many opportunities to exchange information within the team to improve practice, for instance, during staff meetings. Children benefit from the combined knowledge in the staff team who are encouraged to develop their skills and knowledge by attending various courses, for example, behaviour management.

Leadership and management in relation to nursery education is good. The manager effectively monitors and evaluates the care and education through staff appraisals and meetings. A good range of toys, materials and resources are provided to enable staff to plan and maintain an exciting curriculum.

Robust recruitment procedures are carried out to ensure all staff are suitable to work with children. All required records and documentation are in place to support the efficient running of the nursery. Children are very happy, secure and confident in their surroundings and staff promote their individuality, and instil confidence in children.

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 developed the recruitment procedure. The planning and assessment for nursery education now ensures that each child's progress can be monitored easily. This has had a positive impact on children's learning and well-being.

### **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.

## 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 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):

- extend on the range of resources which promotes anti-discriminatory practice and equality of opportunity

#### **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):

- develop the opportunities for children to write for a purpose
- continue to improve and strengthen the partnership with parents and carers by providing them with useful written information about the Foundation Stage of learning

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](http://www.ofsted.gov.uk)