

Magic Roundabout Nursery

Inspection report for early years provision

Unique Reference Number	EY287693
Inspection date	06 August 2008
Inspector	Josephine Geoghegan
Setting Address	35 Sutherland House, Sutherland Square, London, SE17 3EE
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Registered person	Magic Roundabout Nurseries Limited
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 three provisions run by Magic Roundabout Nurseries Limited. It opened in 2004 and operates from 12 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 weekday 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 72 children under 8 years on roll, 17 of whom receive funding for nursery education. The nursery currently supports a few children who have identified learning difficulties and/or disabilities, and also supports a number of children who speak English as an additional language.

The nursery employs 24 staff to work with the children. 22 staff, including the manager, hold appropriate early years qualifications and two staff are working towards a qualification. The setting also employs a cook and an administrator.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean setting where staff show high regard to maintaining good standards of hygiene practice and help stop the spread of infection. For example, staff use disposable gloves and aprons during nappy changing routines and while serving meals; children's water cups, bottles, individual toothbrush holders and bedding are all labelled with their names and younger children have a basket to store their individual items. Children learn about hygiene and self care skills through well established routines, such as appropriate hand washing routines and brushing their teeth after lunch. Children's welfare is promoted well as staff implement clear procedures in the event of an accident or illness and hold first aid qualifications. In addition, children's good health is promoted through regular exercise while using the outside play area each day and outings to local parks.

Good systems are in place to ensure children's individual dietary needs are known by all staff. For example, information boards in group rooms show children's photos with information about foods they cannot eat, and baby foods and formula milk are labelled with children's names. Children are provided with a varied and balanced diet of meals that are freshly cooked on the premises. Children have constant access to drinking water, and meals and snacks include lots of fruit and vegetables, promoting healthy eating habits.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are able to play in a well maintained setting where displays of photos, children's creative work, posters and a variety of information create a welcoming environment. Children benefit from a good range of quality furniture and equipment that is suitable for the age and ability of the children in each group room, such as cots, sleep mats and child-sized tables and chairs of various heights and styles. However, a changing mat in one group room shows exposed foam, posing a risk to safety. Children are provided with a good range of toys that promote learning, including good quality climbing apparatus in the outside play area, set on a safety surface. Toys and equipment are well organised and mainly well maintained. However, books in most group rooms are not in good condition, providing little encouragement for children to use books independently for enjoyment. Staff implement a range of procedures to promote safety, such as practising emergency evacuation drills with children on a regular basis and using an intercom entry system, promoting security. Appropriate fire safety equipment is in place and internal doors have low level safety glass panels, enabling staff to check that it is safe before entering the room. Good systems are in place to help safeguard children's welfare. For example, appropriate information and procedures are displayed so that staff know what to do if they are worried a child is being abused, and staff have attended relevant training.

Helping children achieve well and enjoy what they do

The provision is good.

Younger children are supported well in all group rooms as staff encourage them to explore and make choices during play, helping them to become competent learners. Babies enjoy finding out how things work while using toys that move and make sounds. They participate in drawing activities, making purposeful marks. Younger children enjoy group activities, such as singing and creative activities. For example, they are able to explore and experiment while making play dough; they are encouraged well by staff who ask questions that make them think about how the flour and dough feel and what else they need to do. Younger children develop their physical control as they push along large trucks, wheeled toys and crawl through the tunnel during inside active play, and use slides and seesaws during outside play. Younger children in all group rooms have good opportunities to develop their creative skills while participating in a wide variety of activities using paint, collage and drawing materials, including hand and feet printing. Children over five who attend the out of school club enjoy a variety of activities that help extend their learning, such as activity sheets that promote counting. They participate in a range of creative activities, such as making clay pots and paper hats, drawing and painting, which develop their free creative expression. They have opportunities to use a variety of board games and construction sets that promote their maths and problem solving skills. They participate in local outings to parks and use the outside play area, enabling them to practise their physical skills.

Nursery education

The quality of teaching and learning is good. Staff implement clear systems to track children's progress; they keep written records, along with samples of children's work and highlight children's next learning steps relating to all areas of learning for the Foundation Stage. Staff plan a broad range of activities and experiences that promote all areas of learning. Children are able to participate in free play and adult-led activities throughout the day. However, children mainly choose from the activities set out by staff and are not encouraged enough to develop their self care skills and select resources and work independently.

Children are interested to learn. They concentrate well during play and group activities such as story time. Children are developing good language skills and clearly express their thoughts and feelings to each other and staff. In addition, they enjoy singing familiar songs from memory. Children use books purposefully, developing their reading skills. They draw representational pictures that they are able to discuss in detail and show an understanding that print carries meaning as they write the letters of their name. Children show a keen interest in number as they count freely during play and sing songs that promote their counting skills in the correct sequence up to ten. In addition, they are able to recognise numerals and match the correct amount of objects to the number card. Children develop their problem solving skills, for example, while using inset puzzles and building the train track.

Children have good opportunities to learn about nature while growing seeds and planting in the outside play area. They develop their awareness of the environment through outings to local parks, shops and the library. Children are able to develop an awareness of technology while using the computer. They enjoy making things while using construction sets and use them imaginatively, for example, making aeroplanes and phones out of bricks. Children show good control while using hand-held tools, such as scissors. They have good opportunities to develop their physical skills during outside play. For example, they show good spatial awareness while using two- and three-wheeled bikes. They show confidence in their movements while

climbing on the large frame and using the slide; they show good control while using bats and balls and hoops. Children develop their imaginative skills while using the home corner and imitating cooking. They develop their free creative expression while using musical instruments and during art activities; they actively discuss what they are painting and the colours they are using and mixing.

Helping children make a positive contribution

The provision is good.

The partnership with parents and carers is good. Parents are kept well informed about children's progress, for example, they are offered a written report and have opportunities to meet with staff and view their child's assessment file. In addition, parents benefit from photo displays of children participating in a wide variety of activities. Parents of younger children are offered a daily information sheet, detailing their child's food and drink intake, sleep times and activities.

Children's spiritual, moral, social and cultural development is fostered well. Children are well behaved and follow well established routines, such as lining up and walking through the building quietly so they do not disturb younger children who are sleeping. They respond well to the daily routine and show an awareness of expected behaviour, such as helping to tidy away toys. Children show good relationships with staff and each other and share and take turns during play. Children's individual needs are known and respected. A number of children use English as an additional language; they are supported well by staff through the daily routines and systems are in place to offer any additional support needed. Staff work closely with children who have identified learning difficulties and/or disabilities; they work effectively with outside agencies and other professionals, for example, working together to promote a smooth transition to school. Children are able to learn about cultures and beliefs through the use of toys and books that promote equality and activities that relate to a variety of festivals.

Organisation

The organisation is good.

Leadership and management are good. Staff follow clear induction programmes and participate in regular staff meetings, ensuring information is shared effectively. Robust systems are in place to ensure staff are suitable to work with children. Staff participate in a continuous system of appraisal, enabling their individual learning needs to be met and showing a commitment to the development of the service. All staff plan and evaluate a broad range of activities that promote all areas of learning, using the Birth to three matters framework and the Curriculum guidance for the Foundation Stage. All required documents are in place and used and stored appropriately, helping to safeguard children's welfare. Staff are well deployed, ensuring children are supported well and constantly supervised.

Children are able to play in a well organised setting. They are able to make choices during play, although older children are not encouraged enough to select resources and work independently. Resources and equipment are well organised and stored at low level. However, many books are not in good condition, limiting children's interest in using books for enjoyment. Most aspects of safety are promoted well, although one changing mat shows exposed foam. The time children spend at the setting is well organised, enabling them to participate in indoor and outside play and a balance of free play and adult-led activities. Children are happy, relaxed and purposefully engaged in play. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, the setting was asked to ensure appropriate maintenance of the toilets used by the out of school club and the fridge in the baby room. The setting achieved this by fitting a new toilet seat and ensuring the fridge is kept clean. They were also asked to develop opportunities for children to engage in outings and develop the system of planning and assessment. They met these recommendations by ensuring children participate in local outings and using their assessments of children's next learning steps to aid their planning.

Complaints since the last inspection

Since the last inspection, there has been one complaint that required the provider to take action to meet the National Standards. Ofsted conducted a visit to the setting and, as a result, actions were raised under National Standard 2: Organisation, relating to staff qualifications and deployment, and National Standard 7: Health, relating to accident and incident records and promoting appropriate hygiene practice. The provider made a satisfactory response and Ofsted decided to take no further action. The provider remained qualified for registration.

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 books are presented in good condition to encourage children's independent use of books for enjoyment (also applies to nursery education).
- ensure children do not have access to exposed foam on the changing mat

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 select resources and work independently

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