

# Magic Moments Private Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY314535
<b>Inspection date</b>	09/12/2008
<b>Inspector</b>	Valerie Fane

<b>Setting address</b>	Main Road, Kempsey, WORCESTER, WR5 3LQ
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<b>Type of setting</b>	Childcare on non-domestic premises
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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Magic Moments Private Day Nursery is a privately owned nursery that was registered in 2005. It operates from several rooms in Kempsey Community Centre and serves the village of Kempsey and the surrounding area. There is an enclosed area for outdoor play. The nursery has good accessibility for all children. It has strong links with the local primary school.

The group opens Monday to Friday all year round except for the Christmas period, a week at Easter and all Bank Holidays. Sessions are from 08:00 until 18:00. Children are able to attend for a variety of sessions.

A maximum of 50 children may attend the setting at any one time. There are currently 55 children attending who are within the Early Years Foundation Stage (EYFS). The setting also offers care to children aged over five years to 11 years. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting supports children with learning difficulties and disabilities and children who speak English as an additional language.

The setting employs 11 members of child care staff. Of these, nine hold appropriate early years qualifications to at least Level 3. The setting receives support from the local authority.

## **Overall effectiveness of the early years provision**

Children settle extremely well in this vibrant nursery and form very close relationships with staff. They become very confident, independent learners and enjoy an excellent balance of structured activities and free play both indoors and outside so that they make outstanding progress in their learning and development. The nursery practice is fully inclusive and centres on the needs of individual children in every respect. The extremely effective self-evaluation process has been in place since the nursery opened and is carried out by the owner, who involves both staff and parents. It has resulted in many ongoing improvements that are enhancing an already outstanding provision. A very minor weakness in safeguarding procedures has been identified.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- implement the procedures to confirm the ongoing suitability of existing staff.

## **The leadership and management of the early years provision**

Children flourish in an extremely well-organised environment where their individual welfare, learning and development needs are paramount. The owner/manager provides strong leadership to a committed team of staff. She involves them fully in the decision-making process resulting in excellent teamwork and a superb atmosphere of co-operation and ownership of all that happens in the nursery. There is an extremely robust self-evaluation process in place that ensures that minor areas for improvement are constantly identified and addressed.

Consequently the recommendations from the last inspection have been met well and there is an ongoing action plan for improvements including the use of a recently awarded grant to provide an extensive range of computer equipment such as a plasma screen for use by children of all ages including those with learning difficulties and/or disabilities.

Children benefit greatly from care provided by a high ratio of staff, the majority of whom are very well qualified. Robust employment procedures are in place to confirm that all staff are suitable to work with children at the point of employment but procedures to confirm the ongoing suitability of existing staff have not been implemented. In all other respects children are fully safeguarded because all required policies and documentation are in place and work effectively in practice. Staff have a secure knowledge of safeguarding procedures and take prompt and effective action if they have concerns about children in their care. Detailed risk assessments are updated regularly and thorough daily safety checks of all parts of the premises are carried out by staff.

Children thrive in the nursery because staff place strong emphasis on working closely with their parents and, where applicable, with other EYFS providers or outside agencies. Parents receive comprehensive information about all aspects of the nursery and their children's learning and development. Twice a year staff complete individual nurturing programmes for each child and send these home so that parents are aware of children's next steps in learning. Parents are asked to return the forms with their own observations and comments about what children are learning at home. Parents welcome the 'open door' policy at the nursery and the very prompt attention given to any concerns they might raise. Children within the EYFS who attend the out of school club benefit from the close links between the nursery and the reception class teacher because these ensure that the activities at the club complement those that the children have enjoyed at school.

## **The quality and standards of the early years provision**

Children of all ages are engrossed in their learning and become confident, independent learners. They enjoy an excellent balance of times of free play and carefully planned activities both indoors and outside that enhances their learning and development. Staff skilfully adapt planning to meet the needs of individual children and to incorporate their particular interests and learning styles. For example, they use children's favourite toys such as Lego to support their learning in other areas of the curriculum. Babies have ample opportunity to explore a wide

range of media in their own way. For example, they have great fun playing with feathers and they experiment with both hands and brushes in a bowl of paint.

Children make good use of the outside area for a wide range of activities. They work out how to roll balls down the drainpipes on the fence. Older children learn to consider the needs of younger ones and to involve them in their play. They extend their knowledge of the local area on outings to places such as the Countryside Centre where they go for woodland walks to collect leaves and find the numbers on the way as well as making excellent use of the large play equipment in the adventure playground. They celebrate different festivals that reflect both their own culture and others. At Christmas they perform a play for their parents and join in the words and actions of Christmas songs with great enthusiasm. Some children perform an angel dance and the most able ones confidently take on speaking parts in the play. They celebrate festivals from other cultures with the help of DVDs to make the celebration come alive for them. Staff make excellent use of daily routines to develop children's learning in different areas. For example, children work out how many pencils they need for every child to have one and then try to count out the right number of pencils.

Children develop an excellent understanding of healthy lifestyles. In addition to regular fresh air and exercise they eat healthy snacks and their parents receive leaflets with ideas for healthy lunch boxes. They learn when to wash their hands and they bring tooth brushes from home to clean their teeth each day after lunch. In the summer they grow their own vegetables and use them to prepare pasta dishes or soup.

Children behave extremely well because staff are superb role models and have high expectations for their behaviour. Children learn to be considerate of others, helpful and kind and learn to share from an early age. Staff make excellent use of circle times and props such as puppets to explore children's feelings and discuss safety issues. For example, children talk about being friends and identify who are their friends and what they like about each other. If a child says that they have been shopping with parents they talk about what to do if they should become separated from their parents.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.