

Magic Moments at Tudor Way Worcester

Inspection report for early years provision

Unique reference number	EY382331
Inspection date	16/02/2009
Inspector	Valerie Fane
Setting address	Dines Green Junior Mixed School, Tudor Way, WORCESTER, WR2 5QH
Telephone number	0121 445 6708
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Type of setting	Childcare on non-domestic premises

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 at Tudor Way Worcester is one of two settings owned by Magic Moments Childcare Ltd and was re-registered under new ownership in 2008. It operates from designated rooms in Tudor Way Children's Centre in the Dines Green area of Worcester. The setting serves the local area and has strong links with the school. The nursery is part of a Children's Centre. The setting is fully accessible to all children and there is an enclosed area available for outdoor play.

The group opens Monday to Friday all year round. Sessions are from 07:45 until 18:00. Children are able to attend for a variety of sessions. A maximum of 41 children may attend the setting at any one time. There are currently 53 children attending who are within the Early Years Foundation Stage (EYFS). The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting provides funded early education for three and four-year-olds. It supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The setting employs 12 members of childcare staff. Of these, eight hold appropriate early years qualifications and another qualified person has recently been appointed. The owner and a member of staff are working towards Early Years Professional Status. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. The owner and the recently appointed manager have put new systems in place to make significant improvements to the planning and assessment process but these have not had time to impact on children's learning and development progress. Soon after registration the owner carried out a thorough evaluation of the procedures to support children's welfare and their welfare needs are now met very well apart from a minor omission in the paperwork. Until recently the overall practice has not been inclusive because of the lack of support for children's individual learning and development needs. The owner and the new manager provide strong leadership and several new members of staff have been appointed very recently. The current team are now working closely together to implement improvements to the provision.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- use sensitive observational assessment to plan to meet 02/03/2009

- children's individual needs (Organisation)
- ensure that the following information is recorded for each child: the name and address of every parent and carer who is known to the provider and which of these parents or carers the child normally lives with (Documentation).

02/03/2009

The leadership and management of the early years provision

The owner has demonstrated strong leadership in many respects. He expects high standards from his team of staff and the current team are nearly all well-qualified. This means that children now benefit from the experience and expertise of a strong staff team. The owner is committed to making ongoing improvements to the provision and these have included a complete overhaul of many aspects of children's care such as nappy changing procedures and aspects of safety and hygiene in the nursery. He is working with the new manager to carry out a detailed self-evaluation of the provision and the new staff team and parents will be involved in the process. The owner has more recently identified the gaps in the support of children's learning and development. He has worked with the new manager to put in place robust systems to support this in the future but, these have not had time to have measurable impact on children's progress.

Children's welfare is supported well because robust policies and procedures are in place and the owner monitors these rigorously to ensure that they are put into practice. Children are safe and secure because thorough risk assessments are in place and daily safety checks are carried out and recorded. They are protected because the current staff have a sound understanding of child protection procedures and the owner has booked training for all staff in the near future to reinforce their knowledge and awareness.

Children benefit from the close relationships that the staff develop with their parents and carers. However, some of the legally required information about parents' details is not obtained in writing at the point of admission. A key person system operates in the nursery and parents exchange information with their children's key person on a regular basis. This supports written information provided by parents at admission and when children change base rooms. Where children attend other early years settings, staff work in partnership with the other provider to support children's continuity of care. Children with identified learning difficulties and/or disabilities are receiving good support because staff work closely with outside agencies and individual education plans are used to support such children.

The quality and standards of the early years provision

Children are now enjoying a good balance of free play and planned activities that support their learning and development. Good systems have recently been put in place for children of all ages to observe and assess their progress and to use the

assessments to identify children's individual learning needs and inform planning to support these needs. However, until a few weeks ago there was limited planning in place for most age groups, observations were almost entirely descriptive and they were not used to assess children's progress, identify their next steps in learning or incorporate these into the subsequent planning. Therefore children have not been making enough progress towards the early learning goals until very recently.

Children make good use of the extensive outdoor area because they have all-weather clothing and are encouraged to go outside in most weather conditions. Older children develop independence in their personal care because they learn to dress themselves for outdoor play while staff provide more support for younger children. They use tools such as spades and trowels to dig in the mud and are excited because they think they have found a snake. Staff extend their vocabulary and their knowledge of living creatures by telling them that it is a worm. Children look at the worm closely and describe it wriggling. Children develop further understanding of healthy lifestyles because they have healthy snacks such as a choice of carrot, cucumber and red pepper. Staff observe children's eating and note when they try new foods and like them.

Babies enjoy an interesting range of creative activities that helps them to develop their hand control and allow them to explore different textures. For example, they do sponge painting pictures linked to the current theme and they play with a large tray of feathers. Staff provide appropriate equipment to support their physical development such as a baby walker for children who have recently learnt to walk. They are aware of individual children's stages of development and understand how to help them progress. Baby's individual care needs are met well because staff follow parents wishes. For example, they discuss where babies are to sleep.

Children of all ages behave well. They learn good manners because staff encourage them to say 'please' and 'thank you' at snack time. Babies learn simple rules such as not to touch the low stack of chairs that they use for mealtimes. Where older children have some behavioural difficulties staff use a thinking mat to give them time to reflect on their own behaviour and talk to children and help them to understand how they would feel about the behaviour. Staff work in close partnership with parents to encourage continuity of strategies between home and nursery using the home-school diary to share information.

Children gain some awareness of other cultures because they join in celebrations for festivals such as Chinese New Year. They play with noodles in the water tray, make lanterns and use Chinese music for dancing. They learn that others are less fortunate than themselves because they have a 'Pirate's day' in aid of Children in Need.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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 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.