

MagicMind Nursery & Preschool

Inspection report for early years provision

Unique reference number	EY311668
Inspection date	24/06/2009
Inspector	Debra Davey
Setting address	54 Linden Grove, London, SE15 3LF
Telephone number	020 7277 5956
Email	
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 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

Magicmind Nursery and Pre-School is privately owned and provided by Matvic Ventures Ltd. It opened in June 2005 and operates from a three story house in Nunhead, in the London Borough of Southwark. Opening hours are every weekday from 08.00 to 18.00, for 49 weeks of the year. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 34 children may attend at any one time. There are currently 32 children on roll. Seven staff work directly with the children, all have early years qualifications to NVQ level 2 and 3. One member of staff is working towards Early Years Professional Status, which the owner has also achieved. The setting receives support from the Early Years Development Childcare Partnership (EYDCP).

Overall effectiveness of the early years provision

Magicmind is a good nursery. Staff communicate well with children to support their learning and help them feel secure in their personal development. As a result, children show a sense of belonging in this family setting, where children's individual needs are met well and inclusion is promoted. The management team of the nursery have clear roles, are able to evaluate their own strengths, as well as the identification of minor weaknesses and thereby plan for improvements. Parents are involved in the assessment and monitoring of their child's progress and their views are sought, ensuring that partnership is strong.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop the educational programme to ensure that there is planning for the learning of older and more able children.
- improve the programme for problem solving and reasoning to help children learn through investigation.
- further develop planning for learning in the outdoor area.
- review the nursery menu to ensure that children's meals are consistently healthy.

The leadership and management of the early years provision

Highly effective leadership and management ensures that the early years provision is good. The provider holds an early years professional status and has developed a system of reflective practice, which is shared with staff. This ensures that all adults are well informed about the principals of the Early Years Foundation Stage framework, and the training programme in place, ensures that they are secure in their knowledge of issues relating to Safeguarding. An effective key person system means that staff know children well and attention is given to inclusion, which

breaks down barriers to learning and supports children's progress. Minor weaknesses in the programme for learning and development have been agreed during the inspection process, and the provider welcomes the recommendations that have been identified. This, combined with the ability to use self evaluation effectively, ensures the capacity to maintain ongoing improvements is good. Parents are asked to contribute ideas for the nursery and encouraged to become involved in their child's assessment profiles and plans for the next steps. As a result the setting works effectively in partnership with parents and other agencies.

The quality and standards of the early years provision

Children's individual care needs are well attended to by key staff who get to know them well through good communication with parents. Staff are well informed through training and relevant policies, as well as procedures for safeguarding to support children's welfare. Food is freshly prepared on the premises and children relish their meals, although the inclusion of some processed food is not particularly suitable, especially for the babies. Records, policies and procedures are used effectively and staff have clear knowledge of their responsibilities. There is a system in place to ensure that staff undergo appropriate checks to be in the proximity of children. Staff are qualified in first aid to ensure that children are well protected in the event of an emergency. Information regarding children's needs such as their care, medical and dietary requirements are gathered from parents and clearly collated. This ensures that children's individual needs are met.

The well focused support for individuals fully supports the early learning goals. Children behave well because adult carers provide good role models, a happy atmosphere and have made the rooms attractive at child level. This, combined with the use of appropriate praise and clear adult direction, means that children learn to interact well with others within a culture that fosters respect. Children arrive happily and settle quickly, greeting their friends and their staff members eagerly. There are two rooms for the children, with babies under two years of age accommodated upstairs. However, as some children attending are siblings, they are encouraged to spend time with their older brother or sister downstairs, should they wish. Such attention to family bonds helps children feel secure and develop a sense of belonging. The planned daily routine allows time for children to enjoy a variety of adult and child led indoor and outdoor activity. Planning for children's learning is based on individual assessment and therefore helps them make progress, although too little is planned for learning in the outdoor area. Consequently, although children enjoy playing with bikes and cars, it can interrupt good quality role play in the space available. The programme for communication, language and literacy is strong. Some staff have had the opportunity to develop confidence in this area through recent training and there is more planned. In this way staff are able to provide valuable opportunities for children to develop their spoken language skills through sustained conversations. Strengths in the programme for communication have an impact on children attending for whom English is not their first language and in particular, for younger children, as staff use a variety of methods, including visual clues to communicate. As a result of this good practice, children speak and listen well and show a respect for books from an early age. There is some planning to extend the learning of older and more able

children, and the support given means they demonstrate good skills, for example, of early writing. However, more attention needs to be given to the planning for the individual learning styles of older children. All children enjoy group music sessions and show emerging creative skill as they tap out rhythm to song. They concentrate well on activities such as collage, wall painting and tactile experience using corn flour. Babies learn to explore using their senses with treasure baskets and tactile materials. All children learn about the natural world through planned projects such as growing seeds and looking at insects but there are few opportunities to investigate and solve problems. Overall, effective use of the principals of the Early Years Foundation Stage framework, based on the knowledge and understanding of staff, supports children of all ages enabling them to have fun and make good progress.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
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?	3
How well are children helped to enjoy and achieve?	2
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?	2

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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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