

# Magic Moments at Tudor Way Worcester

Inspection report for early years provision

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<b>Unique reference number</b>	EY382331
<b>Inspection date</b>	08/09/2009
<b>Inspector</b>	Valerie Fane

<b>Setting address</b>	Dines Green Junior Mixed School, Tudor Way, WORCESTER, WR2 5QH
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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 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.

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## Description of the setting

Magic Moments at Tudor Way Worcester is one of three 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 nursery 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 nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.00pm. Children are able to attend for a variety of sessions. A maximum of 41 children may attend the nursery at any one time. There are currently 56 children attending who are within the Early Years Foundation Stage (EYFS). The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications, five to Level 3 or above. The owner holds Early Years Professional Status and one member of staff has Qualified Teacher Status. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in this vibrant children's centre nursery where the owner and his committed, well-qualified staff put children's needs and interests first in all aspects of their work. All children are making excellent progress towards the early learning goals because the robust systems for planning and identification of children's individual learning needs that were newly in place at the last inspection have been developed further and are working extremely effectively. Children make very good use of the learning environment, both indoors and outside. The management team has a clear vision for the continuous development of the nursery and all staff are involved in ongoing self-evaluation of the provision and discussions about future progress. Children receive individual care and attention because staff operate an effective key person system and develop very close relationships with children's parents or carers. The nursery is in the process of strengthening links with the Children's Centre and the wider local community to provide further support for children and their families.

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

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

- develop further links with other early years providers and with the local community.

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

Children are protected because all staff have recently updated their safeguarding training so they have a secure knowledge of the possible signs of abuse and the procedures to follow if they were to have concerns about a child in their care. The owner has robust employment procedures in place and these ensure that all staff working with the children are suitable to do so. There is a clear safeguarding policy in place and this is displayed along with other key policies in the entrance area so that they are readily available to parents at all times. Children are supervised well at all times and the premises are safe and secure for children to use. Robust risk assessments are in place and regular safety checks are completed.

Children flourish because they receive care from a very well-qualified team of staff who bring a high level of knowledge and experience to their work. Staff are committed to attending further training to gain higher qualifications or update their practice and the owner provides strong support for their personal development. The senior management team have a well-defined vision for the nursery. They work well together and involve staff and parents in their evaluation of the provision. Actions set at the last inspection have been met comprehensively so excellent systems are now in place to support children's learning and development and the required information obtained from parents meets legal requirements. A number of other improvements have also been implemented so that children and their families benefit from a high level of individual care.

Children thrive because staff have specific responsibility for a group of key children and they place a high priority on developing very close relationships with those children and their families so that they can ensure the best possible continuity of care for children. Babies follow their home routines as far as possible because parents provide staff with very detailed information about all aspects of their child's development. Staff encourage parents to share ongoing information about things children enjoy at home so that they can include children's home interests in the nursery planning. Children are able to continue their learning at home because parents see the weekly planning displayed in the nursery and this includes children's individual learning targets. Parents see an abundance of photographs around the nursery of children enjoying different activities and they attend regular parents' evenings for more formal updates on children's progress.

Children with specific special educational needs make excellent progress because the staff work closely with the relevant agencies to produce and implement individual education plans for these children. Children who attend other early years provision benefit from good partnership working with the other providers. The management have identified a need to develop further the links with the children's centre and the wider local community as a priority on their current self-evaluation form in order to provide further support for children and their families. They have recently attended a meeting with all interested parties and have identified ways to begin this process.

## **The quality and standards of the early years provision and outcomes for children**

Children's welfare needs are met well because children receive a high level of individual care and attention. Children of all ages feel secure and relate confidently to staff. Children who speak English as an additional language settle well and make excellent progress in learning English. This is because staff learn a few words in their home language and they make good use of a pictorial timetable to help children to join in with nursery routines. All children develop their awareness of diversity because they play with toys such as persona dolls and see many pictures of people from different cultures displayed around the nursery. They take part in activities such as a Hawaiian party where they taste a variety of tropical fruits including pineapple, melon and mango, have a role play beach area and do face painting.

All children make excellent progress in their learning and development because staff throughout the nursery have a very good knowledge of the EYFS and understand the breadth of learning that children get from different activities. They plan and provide a very interesting range of activities that meets children's individual learning needs extremely well. They observe and assess children's progress in all areas of learning, identify their next steps in learning and show these very clearly in planning for the following week. Children of all ages have free access to the outdoor area for most of the day so they can choose whether to play indoors or outside.

Children behave very well and are enthusiastic learners. Babies have a wonderful time exploring a large tray of cornflour and water. Staff provide a selection of wooden spoons to encourage any children who are unsure of the texture to get involved. Children explore the different consistencies of the dry powder and the wet paste, and love picking it up with the spoons or in their hands. Older children have great fun with a large quantity of coloured mashed potato. They explore its texture and make marks in the potato. They discover that red and blue make purple when they mix the different colours together. They develop self-help skills and show sustained concentration as they enthusiastically help to clean up the table afterwards using cloths and a bowl of water.

Children make excellent use of technology. They learn to operate programmable toys, such as 'bee bots'. They learn how to make bee move across the mat and staff know when to make suggestions to support children's learning and when to step back and let them engage in their own play. Children use video cameras to take photographs and display them on the interactive white board. These activities support children's development of skills for the future well. Older children join in very well at circle time. They count how many children are present and then try to jump up and down the same number of times. They listen well to stories such as 'What makes me happy' and explore the emotions expressed in the story. Staff make sure that all children have plenty of opportunities to contribute to the discussion because they encourage quieter children to join in by asking them simple direct questions.

Children develop a good understanding of healthy lifestyles. They have excellent opportunities for fresh air and exercise. Parents choose whether to have meals provided by the nursery or to give children a packed lunch. The owner has recently changed food suppliers to access a healthier range of menus so children enjoy hot meals such as home-made chicken and vegetable pie followed by strawberry fruit mousse. Children exercise some control over their eating because they serve themselves snacks such as a choice of four different types of fresh fruit.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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

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