

Magic Roundabout Day Nursery

Inspection report for early years provision

Unique reference number	EY152688
Inspection date	12/01/2010
Inspector	Amanda Jane Tyson / Janet Sharon Williams
Setting address	Binfield Road, Clapham, London, SW4 6TB
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Type of setting	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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 Roundabout Day Nursery and Out of School Club opened in May 2003. It operates from 14 rooms over two floors, in a three storey refurbished purpose built building with a secure outdoor play area. The setting is located in Stockwell within a few minutes walk from the underground station. Children are taken on outings within the local community.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Registration for day care is for a total of 186 children within the early years age range; of these no more than 132 may be aged under three years, of whom no more than 72 may be aged under two years at any one time. There are currently 88 children aged from three months to five years on roll. This includes 35 funded children. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and a number of children who speak English as an additional language. Registration for out of school care is for 32 children aged from four to under eight years. There are currently four children within the later years age range on roll attending the after school club, but none are currently within the early years age range.

The group opens five days a week all year round. Sessions for the day nursery are from 7.30am until 7.00pm. The after school club operates from 3.30pm until 7.00pm. Children are collected from Herbert Morrison, Wyvil and Allen Edwards Primary Schools.

Twenty-one full-time staff and two part-time staff work with the children. The team is led by a full-time manager, full-time deputy and a third-in-charge. All of whom hold a Level 3 early years qualification. In addition the manager has Qualified Teacher Status (QTS) and 19 staff hold a valid first aid certificate. Of the 23 staff, 13 are qualified to Level 3, three to Level 2, seven are unqualified and 11 staff are working towards a recognised early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a safe and secure environment by a team of committed staff. Children are happy and sociable. The setting's capacity to maintain continuous improvement is strong. Self-evaluation is astute; priorities for improvement are identified through a process that involves all staff and parents, and external agencies. Management are taking proactive steps to secure staff's knowledge and understanding of the early learning goals and how to use observation and assessment to guide and inform planning. However, this is in the early stages of development and not yet fully effective in providing opportunities for all children to reach their capabilities. Overall, based on their starting points, children are making satisfactory progress towards the early learning goals. The setting have formed good partnerships with parents and carers, children's other Early Years Foundation Stage (EYFS) providers, and external agencies.

What steps need to be taken to improve provision further?

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

- improve the arrangements for observations and assessments so they can be used to assist in planning enjoyable and challenging learning and development experiences that are tailored to meet children's individual needs
- evaluate and further improve the play and learning environment by encouraging children to make more use of accessible resources. Make the programme for literacy and problem solving, reasoning and numeracy more accessible, for instance by providing weighing scales, pens and paper in the play shop
- provide babies and toddlers with more opportunities to explore and experiment with natural and every day objects
- improve the quality and effectiveness of risk assessments.

The effectiveness of leadership and management of the early years provision

Criminal Records Bureau (CRB) checks are promptly initiated for all staff following appointment and there are good procedures in place to ensure that those waiting for clearance are not left alone with children. Children's welfare is well safeguarded and monitored because both management and staff have a well-developed understanding of child protection issues and procedures. The operational plan is underpinned by written policies and procedures which, in the main, help to ensure the safe and efficient management of the EYFS. For example, the possibility of stranger access is prevented by an electronic entry system, closed circuit television is fitted throughout the building and all portable electrical appliances are tested yearly by a Corgi registered engineer. The majority of staff hold a valid first aid qualification, which means that they are well resourced to treat minor injuries and to respond to certain emergency situations. Accidents and administered medication are all recorded and the entries all signed in acknowledgement by parents. However, risk assessments, particularly those conducted for outings, lack rigour; potential hazards are not specified which means that guidance for staff is unclear and this impacts on how well procedures are monitored by management. The premises are clean and, overall, well maintained, although there are some unresolved issues with the central heating system.

The setting demonstrates good capacity for maintaining continuous improvement. Parents' views are sought through questionnaires and their ideas for improved practice are acted upon. Management have worked hard to meet numerous actions, set by Ofsted to meet regulation, most notably in relation to safeguarding children. There are good procedures in place for supporting staff development, for example, by attending specific training, visiting a centre of excellence or for assigning a mentor to individuals. Preschool has recently been reorganised to provide more accessible resources so that children can help themselves, although

in practice the success of this has yet to be realised. Plans are in place to improve the organisation of other base rooms and funding has been secured for the purchase of additional technology equipment and for the re-development of the outdoor play area.

The system for monitoring children's progress and development towards the early learning goals, through the use of observation and assessment, is not yet fully developed or effective. This limits how well parents are able to support children's learning at home, impacts on the quality and effectiveness of planning, and means that not all children are consistently and sufficiently challenged or inspired by the activities provided.

The team's commitment towards engaging parents, both mothers and fathers, and for working in partnership with outside agencies and children's other EYFS providers is, in many respects, exceptionally good. Relationships between parents and staff are friendly and mutually respectful. Opportunities for all parents to meet with their child's key worker on a regular basis are well enabled through a flexible appointments system. The setting has formed links with the charity 'Families Need Fathers' and as an idea for engaging fathers in nursery life a charity football match has been arranged. Parents and community members are keen to take part and contribute towards special events, such as the celebrations to mark 'Black History Month'. Children with physical and/or learning disabilities are well supported. The setting have a designated special educational needs coordinator (SENCO) whose knowledge and skills are developing well and is also supported by the behaviour management coordinator.

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

Well thought through procedures for settling new and existing children, into nursery, new group rooms and mainstream school, helps to minimise separation anxiety for children. Overall, they behave well, but poorly resourced activities sometimes lead to squabbles amongst preschool children. Nonetheless, relationships between staff and children are warm and trusting, and children are happy and demonstrate confidence. Babies are able to sleep at times consistent with their home routines and the setting is suitably resourced with good quality furniture, such as cots to meet their needs

Children learn how to use equipment, such as bikes, safely to avoid accidents. Road safety rules are reinforced during outings, but opportunities to develop children's understanding of more diverse hazards, such as those presented in local parks, are not given equal priority. The foundations for children to adopt healthy, hygienic and physically active lifestyle habits are being laid. For example, children, including those with special requirements, enjoy a nutritious and well-balanced daily diet and a denture model is used to teach children how to brush their teeth properly. Bicycle-taxis provide for delightful inclusive play, children use pedals and climb and balance with competence. Preschool children and those attending the after school club enjoy regular trips to local play-parks which provide a range of fixed apparatus and wide open spaces where children can run around and explore

nature. Older children further benefit from trips out into the community. However, although young toddlers are keen to observe their immediate world through the window, opportunities for them to enjoy visits within the community are minimal. They use their senses to experiment with various malleable and liquid substances, such as 'gloop', paint and shaving foam, but there are few real and natural resources to help them make connections between their play and the real world. Children enjoy stories, engaging in action rhymes and sing with gusto.

Children's awareness of diversity is raised through exciting special events, such as dressing up in traditional costumes, dancing to steel bands and tasting foods from around the world during Black History Month celebrations. Toys and resources, posters and pictures displayed around the nursery promote positive images of ethnicity, gender and disability. Children who speak English as an additional language are supported through the use of pictorial timetables, picture cards and words learned, by some staff, in children's home languages. However, staff's variable knowledge and understanding of the early learning goals means that the quality of children's early years experiences vary between groups. Some staff recognise children's current fascinations, such as with mobile phones, and make the most of this to encourage creativity, imagination, critical thinking and problem solving skills. For example, resources, such as construction and recyclables, are provided to inspire children to make their own 'mobile phone' or cut one out from a catalogue. Two to three year-olds learn that bread is made from dough, that it is cooked in an oven and sold in a bakery. However, planning for many children is pitched at the mid-range ability and interest of the group, which does not provide for the inclusion of all children's interests and learning needs. On the one hand, through adult engagement in their play, some young toddlers have progressed from naming primary colours to secondary colours, on the other hand very able preschool children, whose knowledge of basic shape is secure, are not stretched to reach their potential.

Role play areas in all rooms are not always best organised and resourced to enable children to act out their everyday experiences, or to promote all areas of learning. Whilst paper and pencils and equipment such as weighing scales are stored accessibly within preschool, they are under-used by the children who seem to forget they are there. They are not yet familiar with the reorganisation. As a result, opportunities to encourage children's independent interest in writing, problem solving, reasoning and numeracy, for example by 'weighing the fruit and vegetables' and making labels within the 'play shop', are missed. Whilst children count reliably by rote, recognise single and double digit numerals, confidently name all basic shapes and many letters of the alphabet, these achievements are honed more through repetition, rather than within play. Children's play is often disrupted soon after it has started because of the frequent transitions from one whole group activity to another. Four year olds are keen to visit activities, such as water, but teapots and cups, do not inspire much curiosity; experimentation and investigation, and car wheels dipped in paint do not challenge critical thinking and problem solving skills for more able children. Opportunities for children to create and design using self-chosen creative media are limited by adult directed activities.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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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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