



Magic Roundabout Nursery

Inspection report for early years provision

Unique Reference Number	107009
Inspection date	08 February 2006
Inspector	Flo Griffin-Taylor
Setting Address	141 Coronation Road, Southville, Bristol, BS3 1RE
Telephone number	0117 963 9800
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Registered person	Magic Roundabout Nurseries
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

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THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

The Magic Roundabout Day Nursery operates from a four-storey Victorian terraced property in the Southville area of the city of Bristol. The nursery is managed by a company who run four other nurseries in the London region.

The nursery is open Monday to Friday, from 07.30 until 18.00, and operates all year round except for bank holidays. Children have access to all areas of the building except for the kitchen and staff facilities. There is large hard surfaced area to the rear

of the premises, used for outdoor play.

The nursery is registered to care for a maximum of 92 children at any one time, aged from birth to five years. There are currently 49 children on roll, 9 of whom are in receipt of nursery education funding. The nursery has provision for children with special educational needs and for those for whom English is an additional language.

Currently nine staff are employed overall to work directly with the children. Four staff hold a Level 3 qualification in child care and one staff a Level 2 certificate. Three members of staff are working towards a NVQ Level 3 and another has recently undertaken an introductory course on early years play, and will shortly commence on a Level 3 qualification.

The nursery receives advice from an inclusion support teacher and worker from the Early Years Development and Child Care Partnership. (EYDCCP)

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is actively promoted. Children thrive because staff follow effective procedures and practices which meet their health, physical and nutritional needs. They are protected from illness and infection through the provision of a clean environment and the exclusion of children who are sick. Staff support the children and act as good role models, helping them to develop a positive awareness and understanding of health issues and an eagerness to become increasingly independent in their personal care. They learn about adopting good procedures through well planned and established daily routines. For example, children wash their hands after using the toilet, before eating and after messy play, to stop 'germs spreading'. Staff wear disposable gloves and aprons for nappy changing, clean surfaces with anti-bacterial spray and wash tables prior to snack and meal times. Parents are informed of outbreaks of childhood illnesses within the nursery and often supporting material is made available. Children are suitably looked after if they become ill and are well protected through the staff's knowledge of first aid. They know the procedures to follow if medication is administered or accidents occur. All records are shared with parents.

Children enjoy a varied range of physical activities on a daily basis that contributes to their good health and which helps them to develop control and co-ordination of their bodies. Staff have a good understanding of each child's stage of development and plan activities which give children the confidence to try out new experiences. For example, crawling through a tunnel, ascending/descending the slide. Children make good use of the outside play area and older children develop a very positive attitude to physical exercise and enthusiastically take part. They move around with confidence and enjoy the freedom of space. They take delight in the challenge of negotiating an obstacle course, balancing on wooden logs, tyres and manoeuvring trikes. Two rooms in the basement area of the premises have also been set up especially for physical play, where children can run around, exercise, dance to music

and play team games, regardless of the weather. Staff support children well to develop new skills, for example, holding a pencil correctly, using scissors safely and effectively, managing cutlery at meal times and helping young children develop early mobility. All children are able to rest according to their needs, and home sleep routines for babies are followed to maintain consistency. Older children are aware of their own bodily needs, for example, they put on and remove clothing, such as tops and jumpers, if cold or hot. They also understand the effects of exercise on their bodies, by listening to their heart beat after active movement.

Children benefit from a healthy diet. Drinks are regularly on offer throughout the day, with older children also able to help themselves from an easily accessible bottled water stand/cooler. All children enjoy fruit at snack time. Well balanced, varied, nutritious and freshly cooked meals take account of the individual and cultural needs of children. Staff discuss thoroughly with parents their children's dietary needs. Well planned activities and projects also develop children's understanding of the importance of maintaining a healthy life style.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are warmly welcomed and greeted into the safe and inviting environment. They use a wide range of play resources and equipment appropriate to their age and stage of development, all of which conform to safety requirements. Areas are creatively set out. Many samples of children's art work, together with photographs of activities undertaken, are attractively displayed on the walls, giving additional colour to the surroundings. Children's freedom to move around is maximised as rooms are well organised and structured, with space between activities, which are arranged in clearly defined areas. Older children move confidently and independently between rooms and young babies have ample space to crawl safely. Appropriate play items and resources are labelled and made easily and readily available. These are stored at child height, in cupboards, boxes and shelf units, and extend children's choice, enabling them to self select and encouraging independence.

Safety is given priority, so that children are protected from harm. Risks of accidental injury are minimised because staff are very vigilant and use detailed risk assessments to reduce potential hazards. However, children's safety may be compromised by the outside passageway leading from the emergency exit in the basement up to the rear garden, not being safe or clear of obstructions. The second floor is also not free from obstructions. Older children are made aware of safety issues. Staff have a good understanding of how to achieve a balance between freedom and setting safe limits, and how to involve children effectively in organising their own environment. Staff gently and skilfully explain safe practices, such as why it is important to pick up play items dropped on the floor, so that children do not trip and hurt themselves. As a result, children are developing a regard for their own safety and that of others. Fire drills are undertaken on a regular basis and details recorded. Safe procedures are in place for outings and visits, with children aware of the need to stay close together. Regular and ongoing communication with parents also contributes to children's safety.

Children are well protected by staff and prime concern is given to their welfare. Access to the building, including the rear garden gate, is by buzzer entry only. A closed-circuit-television security system is in operation on the front door. Children are closely supervised at all times and are never left in the care of any adult who is not vetted. The child protection co-ordinator has a clear understanding of her role and has received training in this area. She ensures that the policy and procedures are up to date and that all staff understand their responsibilities. She is clear as to the actions to take if concerns are noted, and shares this information with parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery. They progress well because staff use their expertise and knowledge of child development, together with their good understanding of early years guidance, such as Birth to three matters and the Curriculum guidance for the Foundation Stage, to plan a wide range of activities which excite and stimulate children's natural curiosity and desire to explore.

Children arrive happily at the setting. Babies and toddlers are secure, settled and have strong positive bonds with their key workers that increase their sense of well being and belonging. Young babies benefit from routines consistent with their experiences at home, for example sleeping and feeding routines. They develop early communication skills as they attract the attention of staff who respond to their sounds and smiles during play. Babies enjoy experiences that involve using their senses of touch, sight and hearing. They explore baskets of natural objects and materials, observe hanging mobiles and the colours, shapes and sounds of manufactured and improvised toys, such as plastic bottles filled with coloured water or with various seeds and rice. Toddlers are confident in their relationships with staff and receive frequent praise and positive encouragement, which promotes their sense of self. They eagerly participate in adult led play activities such as exploring the different textures of corn flour, jelly, rice crispies, baked beans, play dough, paint and glue. Children enjoy painting, making hand/foot prints and sticking collage pictures. Musical activities, stories and nursery rhymes/songs contribute to children developing good communication skills. They enthusiastically joined in singing '1, 2, 3, 4, 5'. Children relate well with adults and play happily alongside others, for example, during water/sand play and when using resources such as construction materials, small world play, puzzles, books and outdoor equipment. These positive experiences foster children's confidence to try out new activities.

All children benefit from the individual care and attention given within the setting. They are listened to and valued, thus increasing their confidence to learn new skills. Children are relaxed, comfortable, interested and eager to learn.

Nursery Education

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the Foundation Stage Curriculum and plan a wide range of activities which appeal to the children and cover all six areas of learning. A flexible approach is applied, with a good balance between adult and child led activities, which allows

children to develop at their own pace. A key worker system is in operation and children's progress is carefully monitored. A clear picture of children's learning and progress is identified through the effective use of on-going written observations and assessment records. These are linked to the stepping stones and are used to plan experiences that support children taking the next step in their learning. A new system has recently been introduced and is under review and being further developed. Children's interest is well sustained during group activities and a calm environment is created, with children given time and opportunity to complete tasks in an unhurried way. Staff are perceptive to children's interest during self-initiated play and use pertinent questions to challenge children's thinking and language skills.

Children show a strong sense of belonging and develop good self esteem. They enjoy looking at photo's of themselves and proudly show/point to their completed work on display. Children are interested, keen to learn and actively and purposefully engaged in activities. They play co-operatively together, show concern for others, and are able to wait their turn and share tasks, such as tidying up at the end of the session and placing resources back on the low shelves and storage containers. Children chat confidently to each other in a group and are able to talk about their home and family, for example, playing with their brother/sister, visiting their grandmother. They are able to readily recall past events, for example, looking at some photographs on display children were able to talk about the activities undertaken and identify friends. They listen carefully and with interest to stories and are able to recall significant details. All children recognise that print has meaning and use marks readily to represent their ideas. Many are beginning to recognise their names in print and practise writing it. They link sounds to letters and can recognise different shapes and sizes. They enjoy looking at books and telling stories to each other. Children work well together. For example, they learn how to use programmable/battery operated toys and computer equipment, helping, supporting and guiding each other.

During free play children independently select from a wide range of appropriate and well chosen resources which offers challenge, stimulation and supports their learning across all areas of development. They match shapes, cars, animal figures, compare the colours, sizes, and count and estimate the total. They use different sized measuring jugs and utensils in the water and sand play and use appropriate mathematical language, such as small, heavy, full, light to compare quantities of weight. They organise their own thoughts and ideas while playing with small world figures, farm and zoo animals and understand positional language. Through participation in singing some of their favourite rhymes such as 'five people in a flying saucer', '5 little speckled frogs', and '5 little monkeys ', they learn to subtract.

Children develop a good sense of time and space through the well established nursery routines. They are very inquisitive about the world around them and fascinated by living things observed at first hand. They enjoy caring for the African land snails in the nursery and watch their development closely. They eagerly hunt for bugs in the garden, examining them carefully, gently, and using words such as wriggly and slimy. They enjoy simple cooking activities, and make pizza's, cakes, biscuits and popcorn. They watch to see how quickly ice cubes melt and create their own colourful ice lollies. Children also learn about how objects work and talk about those in everyday use at home, such as a lamp, vacuum cleaner, toaster,

television/video. They discuss battery operated items and explore/experiment with torches, watches and mobile phones. Children learn about the wider world and about their surrounding environment through the many meaningful experiences and activities on offer. For example, planting tomatoes, sunflowers, pansies, lobelia's, bedding plants and water cress seeds in pots or grow bags outside in the rear garden, and carefully watering, nurturing and observing them. They also go on local walks around the area, with trips to the park, nearby church, and visit the zoo and city docks.

Children develop their fine motor skills and use small tools effectively through threading, cutting, moulding and spreading activities. Their physical skills develop and improve through a wide variety of different experience, including music and movement and dance. They express their imagination and creativity and explore their senses in a variety of ways through role play, construction, painting, drawing, modelling and sensory topics and activities.

Helping children make a positive contribution

The provision is good.

All children are welcomed and valued as individuals. They are encouraged to feel special and all achievements are acknowledged. Staff work well with parents ensuring that children's individual needs are met. There are effective arrangements in place to care for children with special needs. Equipment and resources are adapted and the necessary staff support provided, to ensure that they are able to participate fully. Children of all ages benefit from the positive partnership between parents and staff. Parent's views about their children's needs, interests and abilities are actively sought before a child commences at the nursery, and on a regular basis throughout their time there. Parents of young children are effectively included in their child's daily experiences through the sharing of daily planning and activity sheets, together with regular written observations and developmental assessments undertaken. Parents also appreciate and enjoy reading about their child's day on the daily home sheets that they receive. Parents are kept well informed and receive good information about all aspects of the nursery through a welcome pack, daily discussion, clear notices on parents boards, regular newsletters and parents evenings. Children gain a sense of belonging to their local community through visits to the local park and shops. They gain an awareness of the wider world through well planned activities. Visitors to the nursery, play resources representing positive images, topic work undertaken on food, and celebration of festivals, such as the Chinese New Year, Divali, Eid, increase children's understanding of diversity and of other cultures and ways of life.

Children behave well throughout the setting. Staff support younger children in sharing and turn taking and have a proactive approach to behaviour management. They set clear, calm and consistent boundaries which are age appropriate and involve lots of positive praise. This helps children learn to negotiate with others and take responsibility for their own actions and behaviour. Children's understanding is increased as they respond to gentle reminders to care for the resources and each other. Older children know what is expected of them, they relate well to each other, show care and concern for others around them, and are polite, co-operative and

assist with tidying up. This positive approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents is good and contributes significantly to the children's well being at the nursery. Parents of older children receive good information about the Foundation Stage Curriculum and of their children's progress and achievements. This is achieved through specific information and parents evenings, planning and activity sheets clearly displayed, easy access to children's written records and daily discussion with staff. Children benefit from their parents active involvement in activities that contribute to their learning. For example, providing photographs and resources from home and talking about their job, such as a paramedic. From time to time parents are also asked to complete a questionnaire of customer satisfaction. Responses show that parents are very happy with the care that their children receive. Staff respond positively to any suggestions made.

Organisation

The organisation is satisfactory.

Children's care and learning is enhanced by the good quality of organisation within the nursery. The building is well set out and appropriately structured. Resources and activities are easily accessible. Indoor and outdoor space is arranged attractively and creatively to maximise play opportunities for children. Staff work well together as a team, are keen, interested and clear as to their roles and responsibilities. They are effectively deployed, ensuring that all children are well supported in their play and that their well being is promoted. The legally required documentation, together with the operational plan and a comprehensive file of policies and procedures, is in place. These all contribute to children's health, safety and protection. However, not all paperwork was readily available, and some items were not systematically maintained or filed appropriately. Some policies and procedures are due for review.

Leadership and management is good, as is the quality of teaching and learning. The deputy manager is the co-ordinator for nursery education and has a good knowledge and understanding of the Foundation Stage Curriculum and how to apply this in practise to support children in their learning and development. There is a clear vision for the future and the manager is well able to identify the strengths and weaknesses of the setting. Children benefit from the well motivated and enthusiastic staff team, who are effectively inducted and receive on-going supervision and annual appraisals. Priority is given to training. Staff regularly update their skills and knowledge by attending various courses and workshop sessions throughout the year. Several staff are currently working towards a Level 3 qualification in child care. All are committed to continuous improvement and development. Staff meet regularly to plan, reflect and monitor the quality of the care and education they provide, to ensure that children make good progress in all areas of learning. They have recently commenced the Bristol Standard For Early Years, a self evaluative assurance scheme.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Actions, recommendations and key issues were raised at the last care and nursery education inspections regarding: staff training; providing more play activities, opportunities and experiences to promote the development of children under the age of two years; to improve the environment in the basement area; the provision of hot water in the children's bathroom on the second floor; the suitable storage of arts and craft materials; making inaccessible hazardous substances in the garden; clearing obstructions to the basement fire door; making radiators safe; updating staff first aid qualifications; recording babies food intake; providing parents with more information about their children's progress; developing staff's knowledge and understanding of the early learning goals; more effective use of assessment and observation; and improving the pre-school learning environment, making resources more easily accessible.

Since then the nursery has made very good progress to address these actions, recommendations and key issues:

Staff have attended training sessions with regard to Birth to three matters. This framework has now been introduced into the setting, providing young children with a wide range of activities, play opportunities and experiences which promotes their development and stimulates their natural curiosity and desire to learn.

The basement level of the premises has been re-organised. Babies are now not based in this area. Two physical/rumpus rooms have been especially set up for children where they can exercise, run around, play team games and dance to music, regardless of the weather. The emergency exit is free from obstruction, although the passageway leading from it, up to the rear garden, has some safety issues to address.

The second floor, together with its bathroom facilities, is currently not in general use. The manager has plans for this area and is to make it safe and secure. It is proposed that a sensory room will soon be in operation.

All arts and crafts materials are now suitably and safely stored, either in the children's play rooms, or on the second floor.

Hazardous substances in the garden are now inaccessible to children, and are securely locked away in a shed.

All room radiators are now suitably protected, ensuring children are safe from harm.

Most staff have attended first aid training and hold current first aid certificates. A list is readily available.

Records of babies food intake are now appropriately recorded on individual daily home forms, which are given to parents, so as they are kept well informed.

Parents are now provided with good information about their child's progress and achievements. On-going verbal feedback is given by staff, together with daily home

recording forms. Planning and activity sheets are clearly displayed. Parents have easy access to children's records and parents evenings are arranged at regular intervals, with written reports produced.

Staff have developed their knowledge and understanding of the early learning goals. The pre-school co-ordinator is an experienced practitioner and has attended training in this area.

Children's progress is carefully monitored by staff. A clear picture of children's learning and progress is identified through the effective use of on-going written observations and assessment records that are linked to the stepping stones, and which are used to plan experiences that support children take the next step in their learning.

The pre-school learning environment has been re-organised. Resources and play materials are now easily and readily accessible, and extend children's choice, enabling them to self select and encouraging independence.

Complaints since the last inspection

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- make safe and clear of obstructions the emergency exit passageway leading from the basement area up to the rear garden, and the second floor.
- ensure that all documentation is made readily available, systematically maintained, filed appropriately, with policies and procedures reviewed and updated on a regular basis.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to review and develop the children's assessment system, to further support and provide on-going evidence of children's progress and achievements.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk