



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 156213

DfES Number: 584239

INSPECTION DETAILS

Inspection Date 01/12/2004
Inspector Name Maxine Rose

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care
Setting Name Magic Roundabout Day Nursery Ltd
Setting Address Roberts Hall, 161 Wadham Road
London
E17 4HU

REGISTERED PROVIDER DETAILS

Name Magic Roundabout Nurseries Limited 03417148

ORGANISATION DETAILS

Name Magic Roundabout Nurseries Limited
Address MRN House
Binfield Road
London
SW4 6TB

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Magic Roundabout Day Nursery is one of a small chain of nurseries sited in the Bristol, Docklands and Stockwell area. It opened in 1995 and operates from eight rooms in a purpose-built building. It is situated behind a row of shops in a busy semi-residential area on the Walthamstow and Chingford border. A maximum of 120 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 19.00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 80 children aged from 0 to under 5 years on roll. Of these 28 children receive funding for nursery education. Children are received from a wide catchment area. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs 27 staff. All of the staff, including the manager hold appropriate early years qualifications.

How good is the Day Care?

Magic Roundabout Day Nursery provides satisfactory care for children.

The children are received into a secure and welcoming environment. Children have sufficient space both inside and outdoors to enjoy a wide range of stimulating activities. Some areas of the premises are in need of maintenance, namely the carpets soft furnishing and heating system. Children's independence is promoted well. They can make choices and select play equipment that is easily accessible to them. The staff team are experienced and qualified in childcare. They work collectively to implement the procedures that underpin the daily operation of the setting. Some of these procedures namely the accident and medicine book are less well maintained.

Health and safety has some good aspects. The daily routine enables children to practice hand washing; this helps to prevent the spread of infection. There is good

emphasis on fire safety. There are some shortcomings in the effectiveness of risk assessments and the standards of hygiene relating to the kitchen, milk kitchen and nappy changing area.

The staff plan a broad programme of fun and interesting activities for the children to help them make progress in all areas of their development. The children enjoy good opportunities to try new things and develop creative skills. The staff actively promote children's understanding of diversity in positive ways. The children generally behave well.

The partnership with parent's is good for ensuring parent's have access to all policies and procedures the information provided is user-friendly.

What has improved since the last inspection?

N/a

What is being done well?

- The environment is warm and welcoming. Children have sufficient space in which to play comfortably.
- Clear guidance from the manager enables staff to work as a coordinated team. This creates a secure and relaxed environment for children.
- Children's development is promoted well through the good range of activities.

What needs to be improved?

- The maintenance of soft furnishing, carpets and heating appliances
- Opportunities for parents to countersign entries in the accident and medicine book
- The standard of hygiene and safety on the premises to ensure children's welfare is appropriately safeguarded in all areas.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

N/a

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
4	Ensure that premises, furniture and equipment are clean, well maintained and safe.	30/01/2005
7	Keep a written record, signed by parents, of children's accidents and medicines given to them	30/01/2005

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	Conduct a risk assessment on the premises identifying actions to be taken to minimize identified risks to electrical wiring, electrical sockets and light fitments.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Magic Roundabout provides a secure and caring learning environment for the children. The children's progress towards the early learning goals and stepping stones are limited by some significant weaknesses in the provision. Children's progress in physical and creative development is good. The provision for communication language and literacy, mathematics and physical development is less well planned and has significant weaknesses.

The quality of teaching has significant weaknesses. The staff promote children's personal, social and emotional development very well however they have a less secure knowledge and understanding of communication, language and literacy and mathematics. Curriculum plans do not sufficiently cover all areas of the early learning goals this results in missed opportunities for learning and children not being challenged enough in some areas. Assessments on children's progress lack detail and these are not used effectively to plan for children's individual learning needs.

Children have equal access to the full range of activities and receive one to one support from the staff through an effective mentoring system. The children generally behave well. At times the staff's management of children's behaviour is inconsistent and therefore not fully promoting children's understanding of how to form friendships.

The leadership and management has some significant weaknesses. The staff readily access training and work with educational services to improve curriculum planning. The arrangements for reviewing and evaluating children's learning, and teaching methods has some shortcomings, this limits progress.

The partnership with parents is generally good. They are kept informed about the curriculum programme in useful ways. The assessments about children's learning do not inform parents enough about their children's progress.

What is being done well?

- The children are highly imaginative. They are inspired to extend their creative ideas through a programme of well-presented activities.
- The children are gaining increasing skill, control and coordination over their bodies with the exciting range of large and small physical apparatus available to them.

What needs to be improved?

- Staffs knowledge and understanding of the early learning goals and stepping stones with the exception of physical and creative development.

- Curriculum planning to ensure full coverage of the early learning goals in order for children to receive a balance educational programme.
- The use of children's assessments when planning for their individual learning.

What has improved since the last inspection?

This is the groups first inspection

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children are confident, show initiative and have increasing levels of personal independence. Children's behaviour is generally good, they are able to express their feelings and work well in group tasks. Older children practice sharing and turn taking however younger children do not always receive appropriate guidance in this area. Themed activities enable the children to develop ideas of cultural and religious events.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

The children's speaking and listening skills are developing well. During story time the children listen attentively to the speaker and are able to talk about their own experiences sometimes using newly acquired vocabulary. There are fewer opportunities for children to develop simple reading skills through linking sounds and letters. The programme does not enable older children to practice reading familiar words, use phonic skills for spelling or learn to write in correct form.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are encouraged to use numbers in a variety of ways. They count with confidence to 20 and beyond. The children are learning about shapes they enjoy using them in problem solving activities and make appropriate use of descriptive language. There are fewer opportunities for older children to learn about adding, taking-away, comparing and combining objects to develop mathematical ideas.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Through a range of creative activities, children learn to cut, join and build. They are learning early technological skills when using such equipment as computers and telephones. The children are encouraged to discuss and find out about different cultures and their environment with the use of books and themed topics on transport. There are fewer chances for children to observe with purpose the features of living things, similarities, difference, patterns and change.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use their bodies with much energy and skill. They move with ease, control and coordination when walking, running and jumping outdoors. Through practical activities, projects and books children learn about changes in their bodies and the importance of correct clothing to maintain good health during the winter weather.

CREATIVE DEVELOPMENT

Judgement: Very Good

The children are highly imaginative and use tools for designing, moulding, sticking, painting, drawing and printing. They have great fun in role-play, they sing, dance, use props, musical instruments and books to express their ideas. They enjoy experimenting with dough, sand, recycled materials and paints to explore colour, shape in more than one dimension.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- ensure staff develop a secure knowledge and understanding of the early learning goals and receive appropriate guidance on how it can be delivered effectively to develop children's skills and extend their ideas
- plan a stimulating curriculum programme taking full account of each area of the early learning goals and children's individual learning needs
- ensure staff monitor and evaluate what they have learnt from children's assessments and use this information effectively to inform plans for the next stage of learning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.