

# Magic Roundabout Ltd

Inspection report for early years provision

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**Unique reference number**

EY221045

**Inspection date**

23/02/2011

**Inspector**

Caroline Preston

**Setting address**

Docklands Branch, 2 Lawn House Close, London, E14 9YQ

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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).

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 Nursery is one of five nurseries run by Magic Roundabout Nurseries Limited. It opened in 2004 and operates from a large play room divided into three play areas. The nursery is located on the ground floor of Jack Dash House in the Docklands. Children have access to an enclosed outdoor play area. It is open each weekday from 8am to 6pm all year round. The nursery is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. A maximum of 39 children may attend the nursery at any one time. There are currently 26 children aged from birth to under five years on roll, some in part-time places. There are six members of staff, all of whom hold early years qualifications to at least level 3.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children's individual needs are met and they make sound progress in their learning. However, observations and planning are not used to effectively provide suitable challenge, and not sufficiently tailored to individual children needs. Children are happy and settled and enjoy trips into the local community and have built strong relationships with staff and each other. The setting works closely with the local authority and have improved partnership with parents and carers which has contributed to continued improvement.

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

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

- improve curriculum planning to provide appropriate challenges and more relevant and motivating challenges for each child based on their interests and needs
- improve systems to use observations and assessments to identify learning priorities to support children's individual learning

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

Children are safeguarded well as staff have an understanding of child protection issues and have undergone suitability checks. Staff know how to identify possible signs and symptoms of abuse and record and report concerns appropriately. Some staff have attended safeguarding training so they have a secure understanding of child protection. Staff demonstrate a commitment to continued training to improve their personal and professional development. Staff record children's attendance and any accidents. Risk assessments are carried out within the setting as well as

on trips, to ensure children can play and learn in safety.

Staff are deployed adequately, so that they meet the needs of the children. For example they interact well with children and have built strong relationships with them. Equipment and resources are satisfactory and are age and stage appropriate and children have easy access to them. Children enjoy playing with a range of toys outside such as tyres, building blocks, chalks and sand play. Children have access to puzzles, dual language books, dolls and play people that reflect differences. Children who learn English as an additional language are supported by staff, as they request from parents basic words in their home language, to ensure children feel valued.

Some staff have completed training on child observations. However this has yet to be used effectively to support meeting the needs of the children through appropriate assessment. Staff work in partnership with parents, and the setting has a generally positive relationship with them. They greet them each day exchanging any relevant information. Later in the day the parents of babies are given a written feedback sheet as well as verbal feedback. The current topic in the babyroom is 'All about me' and parents are asked to bring in family pictures. As all the babies are new to the setting, this supports their feelings of security and sense of belonging. Staff report on all six areas of learning which is shared with parents and there is an 'open door' policy. Parents are invited to participate in activities with the children. They joined a visit to Gulliver's theme park. Staff have asked if parents could bring objects from home to develop the sensory area in the babyroom. This means there are some general strategies to help parents and carers support and share in their children's learning.

The setting is now working in partnership with the Tower Hamlets Early Years Service, which has helped them in evaluating practice. This supports continuous improvement in both the environment and staff practice. The manager has begun to make many changes since coming into post over the last six months. The manager works hard to develop practice by observing staff during the day and giving written feedback. Consequently, practice is improving across the setting, raising standards of care and education and meeting children's needs more effectively. As a result of this, staff morale is better. They have addressed a number of issues including purchasing new resources, which have been boxed and labelled encouraging children to make choices. Staff have also now begun to observe and react to children's interests, which are reflected in planning. A parent's board is now in place and a parents meeting planned to improve partnerships. The baby room has been newly decorated to provide an attractive environment for younger children. The provision of treasure baskets supports babies' needs to explore and investigate. Equipment has been purchased for digging in the garden to provide children with opportunities to learn about the natural world.

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

Children are happy and enjoy coming to the setting, they have built close relationships with the staff. They choose play resources independently from the low level shelves. Resources are clearly labelled, supporting language and print recognition. Children work together on the carpet to piece together the train set, promoting social development. They also have access to interlocking shapes, pencils and paper for mark-making, sand and paint. These play experiences support the development of creativity, communication, language and literacy. Young babies enjoy exploring objects in the sensory baskets and listening to familiar nursery rhymes. Young babies develop their physical skills and are confident on the rocking toys; they enjoy being creative through painting with different textured materials. Children use the role play area to develop their imagination, dressing-up and using pretend kitchen equipment with play food. They show interest in using the computer and are able to build and construct using large bricks. However there are too few opportunities for children to further extend their skills as resources and play experiences are not sufficiently challenging. Planning provides an adequate range of play experiences.

Children are beginning to show an understanding about healthy lifestyles. For example, they enjoy a balanced diet, which meets their individual needs. Children are encouraged to follow appropriate personal hygiene routines. They wash their hands using soap, and staff reinforce why this is important. Children are encouraged to flush the toilet, and wash hands before and after lunch. Children learn about healthy lifestyles through topics such as 'healthy eating' and fruit and vegetable printing. They help themselves to drinking water developing independence skills. Children have grown carrots and cress in the garden to support understanding of growing food. They have access to a wide range of play resources, all of which supports their physical development.

Children learn about safety through safety rules, such as not running or putting toys in their mouths. When eating fruit staff remind them to eat one piece at a time and tuck chairs in under the table during play. Children tell staff when there is spilt water on the floor and staff support children's understanding of safety with scissors. Children behave well and show respect for each other, older and younger children are kind to each other during play. Children learn about diversity, as they develop displays of photographs of themselves and display flags from around the world. Children and babies are secure in the setting, they are happy and settled. Children gain an understanding of different cultures, for example, as parents are invited to wear traditional costumes to the setting. They also bring in different foods for the children to taste, promoting an understanding of people who are different to themselves.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
The extent to which children make a positive contribution	3
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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