

# Magic Moments Children's Day Nursery

Inspection report for early years provision

---

**Unique reference number**

EY340758

**Inspection date**

12/10/2011

**Inspector**

Mary Kelly

**Setting address**

23 Hewell Road, Barnt Green, Birmingham, West Midlands,  
B45 8NG

**Telephone number**

0121 445 6708

**Email**

info@magicmomentschildcare.com

**Type of setting**

Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Magic Moments Day Nursery is part of Magic Moments Childcare Ltd which has four privately owned settings. It opened in 2007 and operates from five rooms in a purposely converted domestic property. The nursery is accessible to all children and there are two fully enclosed areas available for outdoor play.

The setting opens Monday to Friday all year round. Sessions are from 7.30 am until 6pm. Children are able to attend for a variety of sessions. A maximum of 40 children may attend the setting at any one time. There are currently 82 children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged over 5 years to nine years. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting provides funded early education for three and four year olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 19 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 and 10 at level 3 or above. There are two members of staff who have an Early Years Professional Status (EYPS) qualification one member of staff has a foundation degree in Early Years and she is now working towards the EYPS qualification. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Outcomes for all children in the Early Years Foundation Stage attending this homely, welcoming nursery are outstanding. Excellent focus is given to learning both in the indoor and outdoor environments and the effective organisation of resources ensure children's success and enjoyment. The management and staff team are passionate and dedicated about their work and visibly enjoy working with children and their families. Equality of opportunity and inclusion underpins every facet of this inclusive nursery. Partnership working between parents, providers and other agencies is a major strength of the nursery and given the utmost priority, ensuring children are safeguarded and their needs met. Sustained, ongoing improvement and well targeted future plans are evident because of the owners and staff's ambition and their endeavour to provide excellent quality care and education for each child.

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

To further improve the high quality early years provision the registered person should consider:

- continuing to enhance the outdoor provision.

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

Safeguarding children is given exceptional consideration. Staff prioritise children's well-being and are extremely confident to ensure the effectiveness of procedures that relate to safeguarding and reporting child protection concerns. Collaborative working with external agencies is exemplary, as staff follow Local Safeguarding Children Board procedures with competence and respect confidentiality. Robust infection control measures and detailed risk assessments ensure children's health, safety and well-being are particularly well considered. For example, effective signing-in systems for children and adults are in place and a detailed risk assessment for all areas of the premises and outings ensures potential hazards are easily identified and dealt with. Documentation relating to accidents, incidents and children's behaviour are regularly monitored through team meetings to ensure effective procedures are in place. Robust recruitment and vetting procedures ensures an excellent calibre of staff is recruited. Thorough induction processes enables them to settle into the established existing team and nursery routine. Staff have clearly defined roles and responsibilities, supporting each other as required.

Motivational leadership and team work ensures the nursery runs smoothly on a day-to-day basis and the nursery improving their outcomes for children. Staff are reflective and all hold high aspirations for quality. This underpins all aspects of care and education in this nursery. Excellent outcomes for children can be clearly attributed to innovative use of high quality, sustainable resources and deployment of staff. For example, there is a superb balance between indoor and outdoor play as children have use of extremely good quality well-resourced areas. Relationships with parents and carers are cherished and promote the importance of continuity and community. Parents and carers receive individual information about their children and this is further supplemented with daily conversations, diaries, newsletters, parent's meetings. Parents recently attended a wonderful concert called 'Magic Mia' where the children sang a range of songs by Abba.

Children easily settle into this nurturing environment because staff give high value to children being happy. Preparation for starting nursery is excellent as families are offered sensitive settling-in procedures and staff are on hand to offer additional support. Transition arrangements for the next chapter of children's education are extremely well supported through effective links with the local First School and other local settings. Individual children's folders are shared with other settings, in preparation for transition. Parents and carers speak extremely highly of the nursery. Comments include 'communication is excellent, with newsletters informing parents of many issues', 'nursery is excellent and the exchange of information is excellent' and 'delighted with the care and professionalism of the staff caring for the children'.

Inclusive practice is very effective as staff have an exceptional knowledge of each child's backgrounds and needs. The appointed Special Education Needs Coordinator is confident and professional in ensuring early intervention is successful. The learning environment is constantly being evaluated and improved.

Staff constantly reflect how to enrich this further to maintain their very high standards. Evaluation procedures and plans for the future are focussed, very detailed, and meaningful as all staff's, children's and parent views are used to ensure all aspects of the Early Years Foundation Stage are considered and embedded.

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

Children make excellent progress in the Early Years Foundation Stage because staff's stimulating teaching motivates children. They play an active role in their own learning, offering their ideas. This results in a busy nursery with a vibrant atmosphere. Children direct their own play. They help themselves to resources to enhance their play, and have focussed activities such as making spiders from black playdough. Planning, ongoing assessments and evaluations of all children's progress are embedded in reflective practice and used very well to guide future activities. For example, tracking of children's next steps ensures activities are focussed and incorporate the six areas of learning. Children's starting points are recorded by their key worker and parents using 'all about me' and family contribution sheets. This includes information about children's play preferences, and their place in their family. Excellent, trusting relationships between staff and children are evident as staff take time to listen to children's conversations and ideas with interest and sensitivity. Children's progression through the nursery is marked by a graduation celebration prior to moving on.

Children's behaviour is very good and they demonstrate an awareness of responsibility within the setting. Registration time is used very effectively for a variety of purposes, for example, all children self-register and some children discuss the days of the week and some dress a bear appropriately for the days weather. Special events in children's lives are celebrated, including birthdays and festivals. Some children demonstrate excellent literacy skills as they clearly recall their favourite story 'Jasper's Beanstalk' and state that they are growing beans themselves in the nursery.

Children are confident talkers and confidently chat to staff and visitors, one group discussing what they see on flashcards, which then leads the children into sharing details from home, for example, the colour of Granddad's hair. Children demonstrate excellent pre-writing and concentration skills as they write for a variety of purposes. Many of the pre-school children are able to write recognisable letters and are able to write their names. Children enjoy using the sensory room, talk about colour changes and easily change the colour by rolling the large cube. Children have access to a wide range of equipment that extends their knowledge of Information Communication Technology, such as, computers, storyphones, Tuff Cams and Bee Bot Robots. Staff reinforce numbers using a number line and use photographs of the children varying numbers from one to ten. Overall, children are developing excellent skills to support their future learning particularly in communication, language and literacy and problem solving.

Children's specific health, dietary needs and allergies are vigilantly regarded by all

staff and detailed documentation is completed and updated. Staff use children's placemats to record children's dietary requirements and can easily be viewed by any member of staff. Many of the staff team have a current paediatric first aid certificate ensuring they deal with emergency situations appropriately. Children are developing a strong sense of personal safety. For example, children are gently reminded not to run in the setting and have a very good awareness of the emergency evacuation procedure. Healthy nutritious food is the focus of snack and mealtimes. The nursery have recently gained their five star rating from the local Environmental Health Officer. Meals and snacks are well organised. For example, older children help themselves by pouring drinks and serving their own lunches. Younger children are extremely well supported with the snack and lunchtime routine. This promotes children's self-help skills and boosts their self-esteem. Mealtimes are an excellent social occasion, where learning opportunities continue. The whole nursery sits and eats together in the plaza area. Children have excellent opportunities to appreciate fresh air and exercise. This well resourced area has many of resources to ensure that the children's outdoor experiences enable them to learn in the outdoor environment. Children have free-flow access to these areas. However, the staff have identified that this is still an area for development and are discussing how they can develop this area to benefit the children.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
--	---

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

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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