

Magic Daycare Nursery (Finchley)

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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*.

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Description of the setting

Magic Daycare Nursery (Finchley) opened in 2011. It is owned by two private individuals. The nursery operates from two large rooms in a purpose built three-storey building in Finchley Central, in the London Borough of Barnet. Children have access to two outdoor play areas located on the first floor of the building and on the roof terrace. Access to the building is via a lift and stairs. The nursery is open each week day from 7.30am to 6.30pm, for 51 weeks of the year. The nursery is registered to care for a maximum of 84 children in the early years age group at any one time, of these, 24 may be aged under two years. The nursery is registered on the Early Years Register. There are 65 children on roll in the early years age range. The nursery employs 10 permanent members of staff and six part time/relief staff. All staff, including the manager, hold relevant early years qualifications. The nursery also employs a qualified chef.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery offers a welcoming and mostly inclusive play provision where children enjoy a variety of learning experiences. However, staff are not fully considering how they challenge children's learning through stronger personalised learning systems and a wider range of resources that promote diversity. Children's welfare is promoted through a comprehensive range of policies and procedures. The close working partnerships with parents and others contributes to children's individual needs being met. Self-evaluation is developing and the provider is taking suitable steps towards making improvements, demonstrating an appropriate capacity to improve.

What steps need to be taken to improve provision further?

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

- strengthen current systems for the planning, observation and assessment of children; to ensure that personalised learning is used to enable children to achieve as much as they can in relation to their next steps
- develop the use of self-evaluation in order to identify priorities for improvement and how these will impact on outcomes for children
- develop more ways to actively promote equality and diversity with positive images, equal opportunities and anti-discriminatory practice, ensuring that all children and families feel included and valued.

The effectiveness of leadership and management of the early years provision

Staff have a good knowledge and understanding of safeguarding issues and are attentive to the well-being of all children. Robust recruitment, induction, vetting and ongoing professional development of staff help to ensure adults working with the children are happy, confident and capable. The staff work especially well as a team and individually understanding their roles and responsibilities. The nursery carries out regular risk assessments and safety checks to ensure that any potential risks to children on the premises are minimised effectively. Staff risk assess all outings in the local area, maintaining high adult-to-child ratios when out walking with children. All the required documents, policies and procedures are maintained to support safe and efficient management. As a newly registered nursery, staff are beginning to develop appropriate systems for self-evaluation of practice and have plans to develop assessment systems and further staff training. This shows a commitment to continuous improvement.

Children play in spacious and attractive accommodation. Staff organise the play areas to offer children a variety of explorative play opportunities, indoors and outdoors. A broad range of resources are made available to support children's learning in all areas. The accessible environment reflects varied and imaginative experiences that appeal to the individual needs, likes and interests of all children. The nursery generally promotes inclusive practice through its activities, procedures and the use of some resources. Staff plan different cultural activities to allow children to gain an understanding of diversity within their community. Although, there are fewer resources that promote positive attitudes and help children learn to value different aspects of their own and other people's lives. Children are very happy in their play and develop a sense of belonging, as they feel included and welcomed into the nursery. Staff are attentive to children's individual care and learning needs. They are sensitive in their approach, taking care to listen and to respond in a way that helps increase children's independence and overall learning.

The nursery promotes good and successful working partnerships with parents. They receive appropriate information about what their child has eaten and has been doing, through their daily discussions with staff. A newly designed website contains all the relevant information parents need to know about the nursery's services. Monthly progress reports issued to parents encourage them to become involved in supporting their children's learning and development at home. Children's profiles and art folders are always available for parents to view. Through discussions with parents, it is evident that they are happy with the care and education their children receive. The nursery has established good links with other professionals who share the care of children. Informal visits and information is shared well to help the continuity of care and learning. This significantly contributes to children's well-being. In addition, the nursery understands the importance of partnerships with other settings, for example, local schools. This ensures that development information can be used to support children's ongoing learning and development, when they leave the nursery.

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

Children enjoy their time at nursery. They are happy, confident and busy. Most leave their parents and carers without fuss, eager to take part in the activities set out in an attractive learning environment. As they play, children are joined by staff helping them to achieve tasks. Staff are skilled at asking children open questions to make them think. Children show growing confidence to speak up in small familiar groups. In general, the staff team deliver a stimulating and an appropriate programme of learning and development opportunities for children, both indoors and outside. Some tracking systems give due focus in promoting children's individual interests. However, staff have yet to highlight how planning incorporates challenging activities for children as individuals, based on their interests and abilities. The staff record written observations as children play. However, not all assessments are consistent in showing how children's next steps feature in future planning. All children have a key person who is responsible for maintaining regular observations of their progress, which then feed into their individual profiles. Children are happy and motivated to learn, as they are supported to develop many new skills through activities that excite and interest them.

Children are developing many self-care skills as they serve their own snacks and drinks at lunchtime. Children demonstrate polite and respectful behaviour as they say please and thank you and take turns to share popular resources. Children's understanding of the world around them is developing through a range of topics, which encompass a variety of celebrations and festivals. Communication, language and literacy skills are effectively promoted throughout the provision as all children, including babies, enjoy sharing books, drawing and conversing in a variety of different ways. Children's concepts of numbers and problem solving skills are promoted through a wide range of experiences as well as through their daily routines. For example, as they walk down the stairs children are encouraged to count the steps and how many children are in the line.

Children are gaining valuable information communication and technology skills as they access a range of resources including computers. This helps to support them in exploring and investigating different media and other forms of communication. Children thoroughly enjoy a full range of creative experiences, for example, the younger children delight in messy finger painting and exploring the texture of shredded paper. Older children play purposefully with role play resources. They particularly enjoy exploring the feel and textures of paint, water and sand that are readily available to them. All children enjoy many regular opportunities to play energetically in their innovative outside space, where children develop skills in pedalling, manoeuvring, climbing and balancing. Overall, children are sufficiently able to achieve, enjoy and develop skills for their future.

Children's welfare and general well-being is promoted through many positive practices in their routines. They are offered healthy nutritious meals and snacks which supports their good health. Children enjoy the social aspect of snack and meal times as they drink, talk and eat together. Children learn to behave in safe and responsible ways and to manage their personal safety suitably. For example,

older children know the tube slide rules and how to use this apparatus safely. Children demonstrate that they feel safe and secure as they approach adults confidently for support. Babies enjoy warm interactions with their carers as they receive lots of cuddles and attention. Children are developing many personal hygiene practices as they demonstrate the importance of hand washing before eating. Older children display good behaviour and they show a good awareness of responsibility, such as helping to serve lunch to their peers at the table. Overall, children's needs are met appropriately by the hardworking and committed staff team.

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	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	2
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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