

Magic Roundabout Nursery Ltd

Inspection report for early years provision

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Inspection date	16/03/2011
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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*.

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 Day Nursery is one of a chain of nurseries situated in the Bristol, Docklands and Stockwell area. It opened in 1995 and operates from a purpose-built building, which is situated behind a row of shops in a busy semi-residential area on the Walthamstow and Chingford border. The provision is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. It opens each weekday from 7.30am to 7pm for 50 weeks of the year. A maximum of 160 children may attend the setting at any one time. There are currently 28 children on roll in the early years age group. The provision currently supports children with special educational needs and/or disabilities. There are 12 members of staff who work directly with the children. Of these, 11 hold appropriate early years professional qualifications or are working towards them. A chef and cleaner are also on site. The provision is in receipt of funding for free early education for three- and four-year-old children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make satisfactory progress in their learning and development. Their health and safety is promoted sufficiently, but some children are unable to access drinking water, and minor trips occur in the provision. The staff team is currently working towards developing a more systematic approach to planning and assessment in order to tailor provision more closely to the individual learning needs of children. Although a number of actions to address partial or minor breaches of requirements have been raised, the new management team demonstrate the capacity to self-evaluate and develop their practice to improve outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the record of the children's hours of attendance is maintained at all times for all children looked after on the premises (Documentation) 30/03/2011
- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare) 30/03/2011
- improve the record or risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident, this relates to the children's playrooms and 30/03/2011

activities (Safeguarding and promoting children's welfare).

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

- consistently provide children with a regular choice of healthy snacks and drinking water throughout the day
- encourage children to develop their independence and feel safe, by helping them to routinely tidy up and learn to walk safely within the provision, for example.

The effectiveness of leadership and management of the early years provision

The management and staff team are well informed about safeguarding procedures and know where to make referrals. Designated staff are responsible for child protection and first aid. Some record keeping and documentation that is required for the safe and efficient management of the nursery is maintained, and is regularly reviewed and updated. However, the lack of some recording is a breach of requirements. For example, although an attendance record is in place for all children, the hours of children's attendance is not kept up-to-date. Parental consent for children to receive emergency medical treatment and advice is not in place for all children. Although the manager and staff have knowledge of hazards that could harm children within the provision, records of risk assessments for the building and some areas that children play in are not fully in place. Consequently, not all potential hazards are promptly recorded and minimised.

Children are offered a suitable and balanced range of resources within child-friendly environment. The management and staff team take effective steps to ensure resources and the environment are fully sustainable, in working order and that children are able to choose easily to initiate their own play. In addition, children visit a range of recreational and educational places within the community. For example, they enjoy trips to parks, the local supermarket and the farm. The premises are currently being renovated and decorated and will offer a sensory area. This will enhance children's learning and development and demonstrates the continuous improvement of the provision.

Equality and diversity is promoted soundly with the provision. Staff demonstrate they have some valuable knowledge about children's welfare, linguistic and family background. For example, they are fully aware of children's health, language spoken and care requirements, such as their allergies and dietary requirements. Children are provided with some resources that foster an awareness of diversity in society, for example, they learn about different cultures. The management team are fully aware of children with learning difficulties and other professionals from extended services visit the provision to guide staff and support is available to parents. The partnership with other early years providers is sound and the management team are aware of the services, such as speech and language, to support children with additional needs.

The management team are developing their systems of self-evaluation and the views of staff and parents are considered in some areas. Some areas for development have been identified. For example, a new healthy menu has been devised and the new manager plans to purchase more resources that provide positive images of diversity. This ensures children's welfare learning is further supported. The provision has worked well in partnership with the early years advisor, who has suggested further ideas and training, such as effective assessment and spontaneous and focused observations. This work is at an early stage, however, and it has not begun to impact sufficiently on children's learning and development, which is currently satisfactory.

The level of engagement with parents and carers is satisfactory. Parents receive information about the setting through daily discussions, and samples of their children's work. A range of policies are in place and shared with parents to ensure they are aware of the setting's professional responsibility. A parents' evening is planned, so keyworkers and parents can share information about children's learning and development. In addition, the new manager has a curriculum evening arranged to enable parents to be more involved in their children's learning and development, and aware of their future targets.

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

Children and babies are making sound progress towards the early learning goals. They demonstrate an enthusiasm for play which staff encourage. Although written planning is in place the individual needs of the children based on their abilities and interests are not consistently or clearly evidenced. There are some systems in place to observe and document children's progress and capabilities. However, the child's next stage of development are not consistent and consequently, some children's needs are not fully met. The management team have a clear vision to ensure all children are making progress and work with advisors to improve the method of assessment.

During activities, some keyworkers stimulate the pre-school children and toddler's thinking by asking a good range of questions to support their learning. For example, children lay on the floor looking for birds. The keyworker instigates discussion about the different birds supporting children's knowledge and understanding of the world. However, this support is not consistent across the staff team. Babies enjoy their time at the nursery and they take pleasure in being physical and creative in their play. For example, they reach out for items hanging on the activity arches, turning onto their front to reach out to explore the range of musical instruments. They enjoy creating noise with shakers and tambourines. In addition, they have a range of textured resources in treasure baskets to explore and love to see and touch their reflection in mirrors. The keyworkers support children and toddlers in using a wide range of equipment and tools safely, for example, when feeding themselves with foods, drinks and when cutting. However, drinking water is not easily accessible for toddler's to support their health. Pre-

school children learn to recognise, count and write numbers. Although toddlers take an interest in malleable play, some are not fully supported by staff. Consequently they sit for a short time and are not fully engaged in the activity.

Children are learning to adopt healthy lifestyles appropriately. Older children develop their physical skills as they are active in the outside area, riding bikes and climbing on activity equipment, while toddlers use sit and ride toys. Children take pleasure in sociable snack and lunchtimes when staff sit with children, engaging them in conversation about the foods that they are eating. Encouragement is given to pre-school children to eat their vegetables. However, in the baby and toddler room snack is served late so there is little choice of foods available. Children and toddlers are developing an understanding of how to stay safe as they sensibly learn to hold and cut with scissors. They learn about stranger danger and road safety when out in the community. All children, including babies, practise regular fire evacuations. This ensures they are learning about their own personal safety. They learn to have a positive disposition towards appropriate behaviour and sharing resources.

Children and toddlers are independent in their self care skills as they put on aprons before painting, wash their hands before a meal and dry on paper towels. Babies' hands are wiped by the keyworkers. They are developing independence and contribute sufficiently towards the welfare of others, for example, as pre-school children respect the needs of others as they socialise at snacktime and play alongside each other. However, there is less encouragement for children to consistently tidy up and as a result children trip over. Children and toddler's are developing skills that will contribute to their future economic well-being as they use information and communication technology, and use role-play to support their learning. Children's understanding of diversity and difference is enhanced as they celebrate festivals and special events throughout the year. All children are encouraged to access all toys and resources regardless of their gender. This ensures that children learn to value aspects of their own lives and the diverse society in which they live.

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	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

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	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met