

Magical Moments

Inspection report for early years provision

Unique reference number EY436225
Inspection date 25/04/2012
Inspector Sarah Quinn

Setting address 5a Godfrey Road, SALFORD, M6 7QP

Telephone number 01617455006

Email

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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

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

Magical Moments was registered in 2004 and re-registered as a limited company in 2011. It is located in the Salford area and is privately owned. The nursery serves the local community. Children have access to a baby room and an open plan playroom, bathroom facilities and an outdoor play area. It is open from 8am until 6pm each weekday for 51 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register to provide care for a maximum of 25 children at any one time, 15 of whom may be aged under two years. There are currently 33 children on roll. Children with special educational needs and/or disabilities are supported.

There are six members of staff including the manager, five of whom hold appropriate early years qualifications at level 3 and work directly with children. There is also a cook.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a warm, friendly, inclusive and stimulating environment where children make good progress in relation to their starting points. Staff plan activities based on children's likes and interests covering the six areas of learning and carefully addressing the next steps in learning and development. Staff work very well with parents and carers to ensure children's individual needs are consistently met. Children's welfare and safety are given high priority and are underpinned by comprehensive written documentation. Effective systems for the evaluation of the setting are in place to ensure continuous improvement but do not yet include parents' views.

What steps need to be taken to improve provision further?

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

- include parents in the formal self-evaluation of the setting.

The effectiveness of leadership and management of the early years provision

The nursery has comprehensive safeguarding policies and systems in place to support all staff in carrying out their roles and responsibilities for protecting children. A high priority is given to risk assessment and children's safety. Regular fire drills ensure that staff and children are familiar with the emergency evacuation procedure. The nursery has rigorous systems in place to check that all adults working with children are suitable to do so. Four members of staff currently hold a valid first aid certificate.

The nursery welcomes all children and their families and fully promotes inclusive practice through activities, positive image play resources and policies. Staff establish very good relationships with parents and carers. Parents say they are very happy with the care provided and their children's progress. Staff work in partnership to ensure that children's individual needs are consistently met. Parents are encouraged to be involved with their children's learning and take home the daily diaries and regularly talk to staff and key people. The nursery is committed to working in partnership with other childcare professionals and values the information and support they receive from the local authority.

Staff provide children with an interesting, well-equipped and welcoming environment. The indoor and outside play area are set out attractively with a wide range of play resources and activities that cover the six areas of learning. This encourages children to be active and independent learners. Staff work very well as a cohesive team and build up secure relationships with children. They demonstrate a strong commitment to providing good quality care and to continually improve outcomes for children. Staff attend training courses to enhance their professional development and share their learning with the team. They are involved in the self-evaluation process. However, although parents feedback is evident, they are not yet involved in the formal self-evaluation of the setting.

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

Children make good progress towards the early learning goals because practitioners have detailed information about their starting points, observe them closely and carefully plan to meet their individual needs. Observation and assessment are used very effectively in children's daily diaries to plan activities that are linked to the six areas of learning. These allow staff to completely personalise the care and learning for each individual child, and create a long-term record of their progress. Activities are also based on children's likes and interests and support the next steps in their learning. Planning includes a good balance of adult-led and child-initiated activities and takes into account children's capabilities.

Children are happy, confident and enthusiastically engage in the wide range of indoor and outdoor activities on offer to them. They show a strong sense of belonging and form close relationships with their friends and with adults. They develop good communication skills as staff spend a lot of time playing with them, talking to them and extending their learning. Staff support children who have special educational needs and/or disabilities very effectively. Children enjoy sitting in the book area. They listen attentively at story time because staff are confident in making stories exciting and holding their interest. Children enjoy playing games which encourage their counting and mark making skills and help them learn to take turns. They experience a range of art and craft activities and have a wonderful time playing in the jelly and custard. There are good opportunities for role play and children dress up and make pretend meals for each other. Children have great fun singing familiar songs and playing musical instruments. Various themes and topics celebrating different festivals help to broaden their knowledge

and understanding of the wider world.

Children are encouraged to adopt healthy lifestyles and learn about staying safe. They understand the importance of good personal hygiene routines, such as hand washing after using the toilet and before lunch time. The nursery promotes healthy eating and encourages children to make healthy choices about what they eat. At lunch time they are offered vegetables and eat them with enthusiasm. The nursery has good systems in place to ensure children's special dietary needs are met. Staff teach children to be active and to understand the benefits of physical activity. They are confident, relaxed and enjoy their time spent at the nursery because staff recognise their skills and consistently praise their achievements. They behave appropriately, play well together and develop important skills to support their future learning.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	2

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

Annex B: the Childcare Register

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

Met