

Magic Daycare Nursery

Inspection report for early years provision

Unique reference number EY275756
Inspection date 29/05/2012
Inspector Helen Campbell

Setting address Grange View Road, Whetstone, London, N20 9EA

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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 Daycare Nursery registered in 2003. The nursery is privately owned and operates from a purpose-designed building in Whetstone, in the London Borough of Barnet. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 56 children may attend at any one time, all of whom may be in the early years age range. Currently there are 81 children on roll aged from six months to four years. The nursery is funded to provide free early education to children aged three and four years. Children are accommodated in four rooms according to age and there is an enclosed roof terrace for outdoor play. Children come from a wide area. The nursery supports children with special educational needs and/or disabilities and children learning English as an additional language. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. It is closed for bank holidays and a week at Christmas. The nursery employs 12 full time and eight part time members of staff, most of whom 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 good.

The dedicated manager and enthusiastic staff work together calmly and effectively to meet children's individual needs. There is a clear sense of purpose that focuses on helping all children to make good progress in their learning and development. The use of resources, overall, has a positive impact on children. Excellent procedures are in place to promote children's safety and to enhance their social skills. Good partnerships are in place with parents and other professionals, which promotes continuity of care successfully. The nursery is effectively implementing recommendations set at the last inspection, and demonstrates a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- enrich and extend natural resources outdoors to further enhance learning

The effectiveness of leadership and management of the early years provision

Safeguarding is highly effective and systems are robust without being intrusive. All staff have a comprehensive and accurate awareness of how to keep children safe. They implement policies and procedures consistently to maintain high levels of safety. Extensive recruitment and vetting systems are in place. The manager meticulously records details of staff working in the nursery and effectively plans staff deployment. Children show an excellent understanding of safety and staff encourage them to be independent without taking unnecessary risks. Daily checks and thorough risk assessments mean that staff identify potential hazards very successfully without removing challenge for the children.

The established management team creates a strong, calm and purposeful atmosphere. Staff are highly motivated and work well together. They evaluate their practice accurately and have made good progress since the last inspection. For example, they are responding well to a previous recommendation to develop early writing, such as encouraging older children to make invitations for a tea party. They are proactive in identifying ways to improve outcomes for all children, such as applying external assessment tools to develop their own systems.

Staff actively promote inclusive practice. They have a good knowledge of children's backgrounds and engage thoughtfully with parents and carers to support children's individual needs. They identify children with special educational needs and/or disabilities at an early stage and make links with outside agencies to provide good support. Staff undertake additional training, such as sign language, and use this effectively to enhance communication for all children. Staff work effectively with parents and the extended family to support children learning English as an additional language. For example, staff adapt feedback forms so that they are easier to understand.

Throughout the day, children and staff move seamlessly between different floors and up onto the roof terrace, and routines flow easily to support children. Staff present a wide range of equipment attractively, organise this well and replenish resources throughout the day as necessary. They make good use of the roof terrace for outdoor play.

Partnerships with outside agencies are strong. Staff work well with the local authority advisory teacher to support improvements identified by the senior management team. Staff provide helpful documentation about individual children to local schools, to support children's transitions. This process is effective in promoting continuity of care and learning.

Relationships with parents and carers are warm, friendly and professional. Staff are proactive in involving parents in the nursery. For example, a large screen in the reception area allows parents to see a slideshow of children playing. In addition, a camera is available for parents to borrow to bring photographs of activities the family have enjoyed at home. Learning journals enable parents to comment on

their children's progress. Parents state that they are happy with the nursery and the good progress their children are making.

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

Children feel safe and very secure because they enjoy genuine and very trusting relationships with staff. A particular strength of the nursery is the impressive way children of different ages mix and play harmoniously together. They respect each other, listen, share and take turns with high levels of confidence. They are very mindful of each other's differences and older children take care with younger ones so that they feel safe. Behaviour is excellent; staff reinforce positive behaviour warmly and with praise, which is very effective in boosting children's confidence and well-being.

Children quickly become engrossed in their play. From an early age they make choices and select resources, which encourages their independence. Babies can reach into 'treasure' baskets while toddlers choose equipment that captures their interest. They show high levels of concentration and involvement as they explore sand and water. They sustain their interest in learning as staff extend their play skillfully through thoughtful, open-ended questions. Effective planning helps staff to provide children with activities that encompass all areas of the Early Years Foundation Stage. Staff identify children's starting points and track their development carefully. As a result, children make good progress. Children are confident to talk and share their ideas, such as using words and gestures to explain how to make a jam sandwich. Staff are genuinely interested and listen to children, which effectively extends discussions. Children enjoy books, turning the pages carefully and narrating the stories. They practise singing and counting naturally as part of their daily activities and are developing good skills for the future. They develop a generally good awareness of the world around them although they do not always have easy access to natural resources in the outdoor area. They become deeply involved in activities that capture their imagination and build their confidence. For example, as children pretend to be hairdressers they confidently welcome customers, make appointments and answer the telephone. Boys and girls become equally involved and take turns to brush, curl and style each other's hair.

Children benefit from freshly prepared nutritious meals, which meet their dietary needs. Older children lay the table and show an excellent awareness of safety as they use knives confidently to slice grapes and peel and chop bananas ready for snack time. Babies are content as staff meet their needs well, such as holding them closely while they bottle-feed. Relaxed and sociable mealtimes foster good eating habits, and allow staff to model and encourage good manners. Children know the importance of washing their hands and follow well-established routines with confidence. They are active participants in energetic stretch and play sessions. Staff join in and have fun with the children, promoting exercise and

encouraging children to challenge themselves physically. On the roof terrace children show excellent cooperation and safety awareness skills as they steer bikes carefully and climb the rope slide without disrupting other children playing nearby.

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	1
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
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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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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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