

Magdalen Nursery

The Lodge, Magdalen Road, LONDON, SW18 3NP

Inspection date

Previous inspection date

18/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- The standard of the care and education provision is particularly high because practitioners are well qualified and have high expectations for children's learning and development.
- Children are extremely happy and settled. They particularly enjoy the outdoor garden areas where they have a wide range of resources and activities to support their physical development and independence.
- Children's health is promoted exceedingly well especially by well prepared nutritious meals. Children develop independence in serving themselves and toddlers have time to relish their meals in an unhurried environment
- The systems for staff induction and continuous professional development are excellent. Staff have the support of two knowledgeable directors and an experienced manager.
- Parents value the nursery as they consider that the high quality of staff enables parents to leave their children, knowing that they are receiving personal attention throughout the day.

It is not yet outstanding because

- Children are not consistently encouraged to make full use of their senses in their activities to help them express their ideas and feelings using a range of multi-sensory resources which helps to reinforce their learning.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- This was an unannounced inspection conducted by one inspector
The inspector observed the care, welfare, learning and development of children
- from six months of age to three years. Children have the use of six rooms and outside play area.
- The inspector took the views of parents as well as engaging in discussions with staff. There were meetings with the two directors and the manager.
- The inspector made observations of practice and took into account how children were making progress using their individual learning journey files.
- The inspector and manager worked together to carry out a joint observation to assess the effectiveness of teaching.

Inspector

Gillian Cubitt

Full Report

Information about the setting

Magdalen Nursery registered in 2012 and is privately owned. It operates from a Victorian Lodge, which has been refurbished as a nursery. It is based in a residential area near Earlsfield High Street in the London Borough of Wandsworth. There are main line stations and bus routes near by. It is also near St. Georges Hospital. Access to the nursery is by a

secure gate from the main road, which leads into the walled garden area. There are parking facilities immediately outside. The nursery is open from 7.30am to 6.30pm from Monday to Friday, and operates throughout the year except for bank holidays and the Christmas period. The nursery offers flexible childcare options including daily, weekly and sessional places.

The nursery is registered on the Early Years Register only. There are currently 15 children on roll between the ages of six months and three years. Children have the use of six rooms; three rooms for babies and toddlers downstairs and three rooms for pre-school children on the first floor. There is an enclosed garden for outside play.

The setting has two directors, one who has experience in business management and the other is a Consultant Paediatric and Neonatal Surgeon in St. Georges Hospital, London. The day-to-day organisation is covered by a qualified and experienced early years manager.

The setting currently employs nine members of staff plus the manager, two apprentices and a cook. Six members of staff hold relevant childcare qualifications. The manager holds Early Professional Status and is working towards a Masters Degree. Three members of staff are working towards BA in Early Childhood Studies. Two members of staff are working towards a level three in Childcare.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop more multi-sensory resources for all children to make the use of all their senses and express their feelings to reinforce their learning

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The high calibre of staff's knowledge of how babies and small children learn gives them a strong foundation, which parents and carers value. All children play and explore in a bright stimulating environment. Babies show contentment on soft floor surfaces where members of staff join in to keep young minds alert with tactile resources. For example, the warmth and softness of cuddly toys, the smooth touch of brightly coloured containers and the cool feel of stainless steel. Babies and toddlers discover delight in making sounds through their actions of shaking, tapping, and rolling. Key persons observe children's progress, which enables them to plan purposeful play experiences. For example, they note the level of toddlers' understanding of sharing and being gentle during focused play activities. Staff also extend children's coordination skills by introducing bubble play. Toddlers run and

jump to try to catch bubbles and older children become curious as to why bubbles pop on contact. Staff repeat the words 'bubble' to help children sound words and many toddlers respond making the activity fun. Staff generally guide children's curiosity well although there is a lack of consistency in how all staff use multi-sensory resources to engage children in expressing their feelings and ideas. Children enjoy opportunities to express themselves with paints and crayons as well as water and sand play. During water play, children float receptacles and create imaginary stories about green sharks. Staff actively listen and repeat phrases that children say, which helps them to extend and develop their vocabulary. Children independently select books and relax with staff on cushions to read and look at pictures together which helps their enjoyment of stories.

The planning for individual children's learning links to their records of achievement. These are from observations, references to the areas of learning and stages of the children's development. All staff have input into the planning process to ensure that they identify each child's next steps. They then link these to the learning intentions of the activities provided. As a result, all children are making good progress well within their age range, and challenges are appropriate to extend and challenge children's thinking. Few children attend who have English as an additional language but staff demonstrate they have good strategies in place to enable them to make good progress.

The nursery has excellent relationships with parents and is in the process of building links with other settings and professional agencies. Parents know about their children's development and have regular opportunities to discuss their child's 'next steps' in their learning. Both parents and staff make effective use of the daily contact books. There are also discussions at the end of the day and parents have opportunities to have formal conferences. Parents are happy and feel confident to talk to the staff at any time about concerns or to celebrate in their child's success and achievements. They comment on the "personal touch" of the approach of the nursery. They feel it is part of an extended family where the staff are just as passionate about the children as the parents are themselves. Consequently, children build skills in confidence, independence and communication that provide them with strong foundations for their next stages in learning.

The contribution of the early years provision to the well-being of children

Children are learning good daily routines that underpin their understanding of the purpose of hygiene practices. Children confidently use the bathroom with staff on hand to assist younger children. Key persons are good role models, they relate to babies well in privacy during nappy changing which builds the bonds of trust making babies feel secure. The system of the key person is working particularly well using a 'buddy system'. This also is significant in helping young children settle quickly knowing they are safe.

Children benefit because they have an attractive, spacious outdoor play area, which staff check daily for safety. The many resources such as interlinking building blocks, shredded paper as well as grass and earth, enable children to explore colour and texture. Many wheeled toys, balls and fixed equipment such as swings and tunnels enable children challenge and develop their physical skills whilst enjoying healthy exercise in the fresh air.

Meal times are a particular feature where all children, including babies experience the social experience of eating together. Babies sit in supportive chairs that aid their stability and have their meals on small tables. Babies and toddlers relish eating because they have time to explore their food with their fingers before putting it in their mouths. Older children help to lay tables, use appropriate cutlery and serve themselves. This fully supports children's growing confidence in organising their health needs enabling them to make decisions of how much they eat, depending on their appetite. There is vigilance in monitoring children's health and staff act quickly when a child is unwell. This includes notifying parents or other agencies if there is a concern for a child's wellbeing.

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

The determination, high expectations of the directors and the expertise of the nursery manager are the forefront of the nursery overall improvement plan. Parents feel part of the development process and comment on the 'passion' of those in charge, making this nursery unique and special. Since opening, they have embedded procedures and established an effective and thorough induction programme that closely monitors the knowledge of staff to protect and educate children. As a result, all members of staff are confident in their role and take full responsibility for safeguarding children.

Members of staff comment on their contribution to the nursery environment through meetings where they share ideas. They feel valued because the manager understands their skills through regular supervision and appraisals. They also have opportunities to develop their effectiveness through continuous training. All members of staff willingly participate in Saturday sessions where they update their knowledge of the new Early Years Foundation Stage. They also show eagerness to further their knowledge by taking nationally recognised qualifications in childcare. Positive motivation of all enables the manager and her staff to present new experiences for children and families, which helps to build the family atmosphere. For example, the weekend parties include an opportunity to see the Olympic flame, making the occasion memorable for children, including all families and cultures.

Planning for children's individual needs is robust and monitored by the manager. Overall, there is a consistency in the approach of all staff; they show they understand how children develop and learn. There are systems in place to support children with English as an additional language. At present, there are no children present with special educational needs but identified staff leaders demonstrate their commitment to meeting individual needs through partnership working. The setting has established strong links with health to support children's needs and has good systems in place to work with other settings with the use of assessments to provide consistency in the support of children's overall learning needs. The manager has identified this in the development plan so that children make smooth transitions to other settings.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY433435
Local authority	Wandsworth
Inspection number	787691
Type of provision	

Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	46
Number of children on roll	15
Name of provider	Magdalen Nursery & Daytime Limited
Date of previous inspection	Not applicable
Telephone number	02073544800

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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