

Magic Daycare Nursery (Finchley)

4 Shakespeare Road, LONDON, N3 1XE

Inspection date	30/04/2013
Previous inspection date	05/03/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff are kind and calm with the children, who are confident, happy and secure in the setting.
- Children play, learn and develop in a busy environment where they take part in exciting, fun and challenging activities.
- The staff give priority to the safeguarding and welfare of children meaning they are safe and protected as they play.
- The setting has a good effective partnerships with parents, carers and others which means children are fully supported.

It is not yet outstanding because

- Children are not given opportunities to develop their independence and self-help skills at meal times.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector conducted observations of children in the nursery.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector completed a joint observation with the manager.
- The inspector took into account the views of parents of children who attend the nursery.
- The Inspector discussed roles and responsibilities with staff members including safeguarding.

Inspector

Julie Biddle

Full Report

Information about the setting

Magic Daycare Nursery (Finchley) registered 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 weekday from 7.30am to 6.30pm, for 51 weeks of the year. The nursery gets funding for the provision of free early education to children aged three and four years. The nursery supports children who are learning English as an additional language.

The nursery is registered on the Early Years Register. There are currently 104 children on roll in the early years age range. The nursery employs 25 members of staff. The majority of staff, including the manager, hold relevant early years qualifications. The nursery also employs a qualified chef.

What the setting needs to do to improve further

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

- consider ways for children to develop more independence and self-help skills.

Inspection judgements

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

The staff provide an educational programme that is challenging and exciting for all children. Planning is based on staff's secure knowledge of the children's development and next steps in their learning. The staff are responsive to the children, which means the children have a positive learning experience as they play. Children are eager to join in with the planned activities. For example, the children have fun as they play with large blocks making a road network. They persist as they build bridges and push their cars around the network, talking about how they can mend the bridge and how fast their cars are going. As a result of these imaginative learning experiences children extend their language skills and thinking patterns. Children are eager to join in with conversations with their friends and the staff in the nursery. Staff use these opportunities to encourage children to think for themselves. For example, children use their imagination as they play in the home corner preparing food and putting their babies to bed.

The effective key person system supports children as they move up through the different rooms. For example, children who are moving rooms visit the new room with familiar staff,

which supports the children to feel safe and secure in their new environment. Decisions to move children are discussed with parents and respect the age and stage of development of each child. Staff offer consistent support to children, helping them, for example, to understand the golden rules for behaviour. They ask children for examples of how they are kind to their friends. This prepares the children for their next steps in learning.

Assessment of the children across the nursery is precise and focused on each individual child. The system for assessing children demonstrates the good progress they have made in relation to their starting points. Staff have completed the required progress check for children when they are aged between two and three years and share the report with parents. The assessments are narrative and bring the activity and the child's development to life. This enables parents to be able to feel very much part of their child's learning.

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

A well-established key person system helps children form strong emotional attachments with the staff in the nursery. This means children are able to feel safe and content as they settle in the nursery. Babies are comforted when they are distressed by caring kind staff. The stimulating environment is busy with creative work and photographs on display to enable children to feel a sense of belonging. In addition, it offers children opportunity to make choices about activities. They can easily access writing materials and painting resources that they use very competently to express their creativity. Children have great fun as they paint pictures together, singing as they do, which reflects their contentment in the nursery.

The strong staff team offer good levels of praise and encouragement that supports children's self-esteem and confidence. Staff are positive role models who speak to the children with sensitivity and kindness. Children seek out comfort and assistance when they need to, knowing their needs will be met with consideration. Children are cared for in a safe and secure environment where they are developing an understanding of manageable risk and how to keep themselves safe. They understand the importance of not running inside and how to move carefully from the indoor to the outdoor environment. The children confidently join in with activities such as music sessions with staff who visit the nursery. They have great fun singing and dancing to songs about pets.

Children learn about healthy living and staff effectively support their good health. They have frequent access to an outdoor area where they explore, investigate and develop their physical skills. They understand how to carefully climb the steps of the slide and are very pleased as they manage to balance and jump. They know why they must wash their hands and tell their friends not to forget to do so. Snacks are very healthy and nutritious enabling children to select from a varied range of fruits. Food is cooked on site and meets the dietary needs of all the children attending. Lunchtime is a sociable occasion for everyone. However, children do not routinely have opportunities to develop their self-help skills as staff serve the food and pour the drinks for them.

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

Arrangements for safeguarding children are effective as staff implement robust policies and procedures throughout the nursery. Staff have a good understanding of safeguarding issues, while the manager takes the lead role in dealing with any concerns to help protect the children. Rigorous procedures are in place to ensure the safe recruitment and vetting of all adults working directly with the children. In addition, the nursery has a selection of written policies and procedures, which the staff effectively implement to help ensure the safe and efficient management of the nursery. Subsequently, the nursery consistently promotes children's safety and welfare. There is an effective staff performance monitoring system which leads to further training opportunities. This means staff remain motivated and inspired in their work with the children.

There are good systems in place to promote partnership working with parents, carers and others. Parents are actively encouraged to be involved in the nursery and well-organised systems are in place to share information. For example, staff talk to the parents and carers on a daily basis to provide continuity and consistency of care. Communication via emails and letters keeps parents informed of activities and changes that affect their children, for example, as they change rooms. In addition, there are regular opportunities for the parents to discuss the children's progress. These processes help ensure that parents are successfully included in their child's continuous learning and development. Discussions with parents reveal that they are very happy with the care and learning opportunities for their children. The nursery has developed effective channels of communication with a range of professionals. For example, they work closely with the local authority to ensure all children feel valued and fully included. In addition, the nursery works closely with other professionals in the assessment of the children. The manager has developed a system of self-evaluation and is continually looking for ways to improve the quality of the care and education provided. The manager has identified areas for improvement and is proactive in working towards making changes to benefit the children.

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 action. 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	EY430234
Local authority	Barnet
Inspection number	910877
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	84
Number of children on roll	104
Name of provider	Magic Daycare Nursery Ltd
Date of previous inspection	05/03/2012
Telephone number	020 8346 7301

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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, which are usually the childminder's 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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