

Magic Roundabout Nursery

35 Sutherland House, Sutherland Square, London, SE17 3EE

Inspection date	20/05/2013
Previous inspection date	11/11/2009

The quality and standards of the early years provision	This inspection:	3
	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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children's play environment is stimulating where they significantly make progress in developing their independence and confidence.
- Children have good support in their moves within the nursery and when moving to school. They are well prepared for their future learning.
- There are successful partnerships with parents. They feel involved with the activities that children do at nursery so they continue these at home.

It is not yet good because

- Best practice in teaching styles and analysing evaluations on children is not being systematically monitored and shared amongst staff so that all children consistently benefit from the most effective methods.
- The library areas are not sufficiently attractive and welcoming to encourage children and adults to sit and take enjoyment from looking at books.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector looked at a range of documents including the children's records, staff suitability and policies and procedures.
- The inspector observed children in their playrooms, their outside play and lunch time period.
- The inspector took the opportunity to speak to the managers and members of staff during the day.
- The inspector had discussions with parents who willingly offered their views on the day.

Inspector

Gillian Cubitt

Full Report

Information about the setting

Magic Roundabout Nursery and out of school club was registered in 2004. It is one of five private settings operated by Magic Roundabout Nurseries Limited. The nursery operates from a commercial building in the SE17 area of Southwark. Children are based in various play rooms within their age groups. All children have access to outdoor play areas. The nursery offers full and part-time care to children. Opening hours are between 7.30 am and 7.00 pm and is open all year round with the exception of public holidays. The after school club for older children is currently closed.

The nursery employs a suitably qualified manager and 24 staff of whom, 21 hold relevant early years qualifications.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 77 children attending who are in the early year's age group. The nursery provides funded early education for three and four year old children. It supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- create attractive, comfortable areas where children and adults are able to relax and enjoy books together

- develop teaching practice by ensuring all staff consistently extend children's knowledge in their play by making best use of their evaluations in their planning of future activities.

Inspection judgements

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

Children blossom with confidence in this stimulating nursery environment. Staff understand the needs of the children in their care. They know what interests them, which they use as a basis for taking their learning forward. Consequently, children are making consistent progress in their learning and development. For example, babies enjoy listening to melodies that staff extend by providing them with wooden spoons to beat on percussion resources. Staff and babies sway to the rhythm, which help their communication and coordination. Older children enjoy role-play, dressing up and

preparing items for a party. Staff enthusiastically participate to develop children's thinking asking them questions such as what food they are going to eat and how many will come to the party. Children respond by using the writing area effectively to write their menus and invitations. This shows that children understand that print has a meaning. They recognise their names because they self-register and older children are encouraged to write their name on their work. The indoor environment is rich in text and number to support the development of children's literacy. Children have regular visits from the local library and listen to stories, however, the book area, especially in the pre-school rooms are uninviting. As a result, children do not actively seek books to sit and look at and relax. Children develop mathematical awareness from activities such as playing with sand. As children fill containers, staff ask questions to develop an understanding of quantity, such as 'what is more or less?' Children count and repeat colours as they jump on the stepping-stones.

All children benefit from the wide variety of activities outside. Children have digging areas where they create 'mud-pies', mixing water and soil and observe how the consistency changes with the amount of water they add. Children's physical skills improve as they learn to control the flow of water as well as their ability to stir the mixtures.

Staff work with parents well to gather detailed information when the child starts. This provides a clear picture of children's interests at home and existing abilities and staff use this information to base their first assessments. Staff carry out observations and follow through with their evaluations of children's learning and development. Although all children progress not all staff evaluations from their observations clearly link to the planning to provide all staff with a clear picture of how to challenge children well in their activities. This impacts in the overall quality of teaching. Consequently, some staff are better than others when extending children's learning, particularly in spontaneous free flow play.

Staff have successful strategies to engage all parents in their child's individual learning, such as holding regular parent sessions and encouraging them to share their observations from home. Parents and family members become involved in contributing to events such as the Black History Board. In addition, staff welcome parents to visit the nursery to talk about their work, which teaches children about the wider world. Children who speak English as an additional language receive support in a variety of ways. Staff display some words in dual languages, particularly in Spanish because there are a high percentage of children attending. Staff also use pictures to communicate with children who have difficulty in comprehension. The consistent focus in supporting children to acquire skills in their prime areas of learning helps them to acquire the abilities and attitudes that prepare them well for their transition to school.

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

Children have a sense of belonging in their play environment, which is full of attractive displays and children's work. Children actively explore because they feel secure. They show confidence in making decisions about their play, which promotes their

independence. The key person system is now working well. Staff know the children well and clearly respect their individual needs. This works particularly well with babies and toddlers who show their affection for the staff who care for them.

Older children manage their personal hygiene needs well and follow good routines. They understand the reasons for cleaning hands before snacks, meals and cooking sessions, which promotes their early health awareness. Staff use warm, wet flannels to clean babies' faces to help them feel clean and fresh before and after eating. The nursery menu follows a four-week pattern, which means children receive variety meals that introduce them to different healthy foods. Children also plant vegetables in the garden area, such as beetroot and carrots, which helps them monitor the process of plant life. Their key person feeds babies while they sit in high chairs and those who are still bottle-feeding are held closely which helps them feel comfortable and secure. Older children also have the opportunity to have a teeth health check, which introduces them to the importance of keeping their teeth clean and strong. All children benefit because they have plenty of opportunities to play on the many resources in the outside play areas, which gives them exercise in the fresh air.

Although most children show they feel safe when they turn to their key person for comfort there have been incidents that have resulted in children's welfare and safety being compromised. Children learn about safety because staff permit children to take risks under close supervision as they learn to negotiate apparatus outdoors. Babies also have their own area where they can play safely whilst watching older children. Fire drills also take place regularly which help children appreciate the need to act quickly and efficiently in the event of an emergency.

Staff have a consistent approach to the management of children's behaviour. They intervene in a timely fashion to diffuse minor conflicts and praise children's achievements that promotes their self-esteem. As a result, children play cooperatively together showing that they are able to share and take turns. Staff work closely with local schools to ease children's transition when they move on. Teachers of the nearby school visit and they share transition reports via the children's parents.

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

The manager and staff have a satisfactory understanding of the learning and welfare requirements of the Early Years Foundation Stage. Due to several previous concerns regarding children's safety and well-being, managers have rigorously addressed these concerns with regard to increasing staff's understanding of how to protect children. This includes the meticulous review of existing policies and training of existing staff as well as making the period of induction more robust. As a result, there are now stronger procedures in place to help ensure children are safe. Staff are now vigilant and manage risks more effectively so that children learn and play in safety. Extensive security systems, such as closed circuit television cameras in all areas further enhances children's safety and security.

Parents have plenty of information regarding nursery life. Staff share this in a variety of ways, including the welcome pack, regular newsletters and the nursery website. Parents play an active part in the nursery life and contribute their ideas through surveys and open days. Parents also like their children's 'magic journey' book, which they take home to view at weekends. Parents are complementary about the staff and the nursery. They like the 'open-door' approach where they feel welcome and able to contribute their ideas, which the nursery listens to and acts upon. They believe the nursery makes a significant impact in preparing children for school in their overall progress and attitudes towards learning.

There is now a more rigorous programme for staff supervision and appraisals, which contributes to performance monitoring. This also supports staff's professional development and regular opportunities to train in specific areas. For example, staff have quickly adapted to the new system for observing children, which enables them to meet children's learning goals. The current system, however, to review the quality of evaluations is not closely monitored to fully promote consistency and ensure that all children benefit from the best teaching practice.

The views of children, parents and staff contribute towards the improvements of the nursery. There have been considerable changes to the organisation of the environment since the last inspection with an emphasis to provide children with free-flow play from inside to outside play areas. All other recommendations have been addressed and on-going improvements such continuing with staff training as well as developing parent workshops demonstrate the nursery's ability to sustain continuous improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY287693
Local authority	Southwark
Inspection number	918862
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	105
Number of children on roll	77
Name of provider	Magic Roundabout Nurseries Limited
Date of previous inspection	11/11/2009
Telephone number	020 7277 3643

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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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