

Magic Moments at Tudor Way Worcester

Tudor Way Children Centre, Tudor Way, WORCESTER, WR2 5QH

Inspection date	30/08/2013
Previous inspection date	08/09/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Babies and children have a wonderful time in the inviting surroundings. They thrive and relish learning, thoroughly enjoying exciting activities, interesting toys and resources, and the encouragement and support of highly skilled, attentive staff.
- Rigorous monitoring of babies' and children's progress results in clearly identified next steps and early recognition of any possible developmental delay. The staff skilfully follow these up in their precise planning and exemplary teaching, enabling children to make excellent progress in relation to their starting points.
- The nursery's excellent partnerships with parents, carers, other agencies, the children's centre and the local school make a significant contribution to the staff's success in meeting every child's needs.
- The implementation of the nursery's rigorous safeguarding procedures ensures very careful monitoring of children's welfare and early intervention if there are any concerns about a child. Managers and staff are highly professional and conscientious in their work with other agencies and their support for vulnerable children and their families.

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 observed activities in the two playrooms and the outside learning environment, including carrying out a joint observation with the owner.
- The inspector held meetings with the owner and deputy manager.
- The inspector spoke to staff and children throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector looked at and discussed the owner's self-evaluation form, other monitoring procedures and improvement plans.
- The inspector sampled records and policies relating to safeguarding, managing complaints and other aspects of children's health and safety.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the nursery's recent parent survey.

Inspector

Rachel Wyatt

Full Report

Information about the setting

Magic Moments at Tudor Way Worcester was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of four settings owned by Magic Moments Childcare Ltd, and operates from designated rooms in Tudor Way Children's Centre in the Dines Green area of Worcester. The nursery serves the local area and has strong links with the school and the children's centre. The premises are accessible to all children. There are enclosed areas available for outdoor play.

The nursery employs ten members of childcare staff. Of these, the manager has Qualified Teacher Status and eight staff have appropriate qualifications at level 2 or 3. One member of staff is working towards a qualification at level 2, and two other staff are working towards higher level qualifications. The nursery also employs an administrator and a cleaner.

The nursery opens Monday to Friday all year round, except for Bank Holidays. Sessions are from 7.30am until 6pm. Children can attend for a variety of sessions. There are currently 90 children on roll, all of whom are within the early years age range. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the already excellent provision for children's physical play and outdoor learning by offering babies and younger toddlers further opportunities to take part in physically challenging outdoor activities.

Inspection judgements

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

Babies and children thoroughly enjoy learning. They are eager to join in the relevant and rich, rewarding activities, experiences and resources staff plan and organise. Key persons have an in-depth knowledge of children's abilities, needs and interests as a result of their excellent information sharing with parents and rigorous observations and assessments. From these, they identify clear next steps, which they accurately plan for and fully support babies and children in achieving. Thorough tracking and monitoring of every child's

progress also ensures any potential developmental delay is promptly and precisely identified, as well as any gaps in the educational programme. When there are concerns about a child's development, staff work sensitively with parents and, where appropriate, other agencies to highlight which aspects to focus on and agree strategies for support. They are skilled at planning precisely for children with special educational needs and/or disabilities, and regularly review progress and update targets with parents and other professionals working with each child. There is an extremely sharp focus on helping all children to communicate effectively. Staff expertly use recognised early language programmes and follow speech and language therapists' guidance to support their teaching and to ensure children make the best possible progress in understanding, listening and speaking. They are also skilled in helping children who speak English as an additional language to develop a secure understanding of and competency in speaking English, while continuing to value their linguistic backgrounds. As a result, all children are exceptionally well prepared for the next steps in their learning, including being ready for school.

Babies and children are expertly enthused and helped by to be effective learners so they are well prepared for the next stage in their learning, including going to school. Staff are very good role models, showing interest and pleasure as they join children in discussions and activities. They sensitively reassure babies and children who are less confident, explaining things well and supporting them until they are ready to join in by themselves. Staff create many worthwhile opportunities for babies and children to make their own decisions about their learning. A wealth of exciting toys and resources are easily accessible and stimulate babies' and children's choices, imagination and ideas. For example, two pre-school children busily talk about and choose a selection of small world buildings as they create an elaborate scene. There are also plenty of opportunities for children to investigate and explore different textures, sounds and experiences, stimulating their self-directed play and learning. For instance, a member of staff and two toddlers experiment with rolling a tyre up and down a slope in the garden. The adult encourages the children to count as they push the tyre up and roll it down the slope, introducing them to the idea of predicting and comparing numbers and time. Children concentrate and persevere well. For instance, after an initial discussion with a member of staff about sharing and turn taking when using the whiteboard, two- and three-year-olds continue to work together on their own as they draw elaborate shapes. In addition, staff often plan specific activities to help children to play and learn together and to express their feelings.

Staff create a language-rich environment where babies and children relish interacting with them and each other. There is a buzz of conversation during activities and routines, with staff adeptly reinforcing and developing babies' and toddler's emergent speech. Older children are confident to express their needs and ideas, to recall events and talk about what they are doing. They chat easily to each other during their imaginative, exploratory and creative play. Children of all ages love songs and rhymes, and staff use props and visual aids to encourage them to choose their favourite songs and to remind them of the words and actions. Babies and children sit and listen when needed, and take turns in speaking, for instance, during story times and circle times. Staff support children in recognising letter and sounds and developing their emergent writing. Children often ascribe meaning to their work and staff help them to label and annotate their work with their comments.

Babies and children are physically active and relish being outside in the inviting surroundings. They enjoy gardening activities, selecting plants for the sensory garden and growing some vegetables. Older toddlers and pre-school children confidently balance, climb and move in different ways. They show control and spatial awareness on physical apparatus and when using a range of wheeled toys. There are regular opportunities to extend all children's physical skills through accessing different equipment and physical play sessions at the children's centre, and some children attend forest school. Staff ably coach babies and toddlers in developing their coordination and balance. They use sturdy apparatus and enjoy ball play. The youngest children take part in the children's centre physical play activities, go on regular walks and have ready access to their own outdoor play space. However, as part of their current ongoing development of children's outdoor learning, the owner and staff recognise that there is scope to offer the youngest children more space to be active and take part in more challenging physical play activities.

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

Babies and children thrive in the welcoming, child-friendly surroundings. They soon form close attachments to the staff, who are very approachable and attentive. Close partnerships with parents and carers and excellent information sharing with them and colleagues mean children's needs and characteristics are clearly understood. As a result, staff are highly successful in helping babies and children to settle quickly when they first start and when they move to a new room within the nursery. They adeptly incorporate each child's routines into sessions, carefully meet their individual health, dietary and care needs, and consistently reflect their interests in the selection of stimulating toys and activities. All this helps babies and children to feel emotionally very secure, have a strong sense of belonging, and thoroughly enjoy themselves.

Staff adeptly promote babies' and children's social skills and confidence in readiness for the next stage in their learning. Each day babies and children have opportunities to socialise and play with their peers and also to mix with other children in the nursery, for instance, during very well organised, relaxed and social lunchtimes. Staff make sure that babies and children have many opportunities during sessions to play and learn together in groups so they are very confident about listening attentively and expressing their views in front of others. When the time comes for babies and children to move within the nursery, they manage this confidently. They already know the new area of the nursery and the staff very well. In addition, their key person, parents and staff in the new area agree arrangements for settling-in visits and exchange comprehensive, up-to-date information about each child's care, learning and development.

Children are also very well prepared emotionally and socially for school. Staff consistently encourage children to be confident about making decisions about their own play and learning. They ensure toys and resources are well presented in accessible storage so babies and children can easily see what is available and readily help themselves. Staff expertly extend children's choices by involving them deciding which toys, games and equipment they want out each session. Children add the relevant photograph depicting their choice to the pictorial 'choosing board' which is available for their reference

throughout the session.

Children behave very well. They are looked after in an environment where their efforts and achievements are consistently valued and praised. Staff ably ensure babies and children know what is happening next and what is expected of them. This includes chatting to them during personal care routines and when they get ready for meal or sleep times. When needed, for instance, during stories or some circle time activities, babies and children sit still, are attentive and wait their turn. They respond to the staff's encouragement and skilful use of visual prompts and popular puppets. The use of a timer enables young children to regulate their own sharing during different activities, such as using a drawing programme on the whiteboard. Staff provide meaningful opportunities to explore feelings and support those who find it more difficult to relate to others. For instance, a well-chosen story prompts discussions about sharing and how not doing so can make others feel 'sad'. Staff also carefully plan in activities to encourage children's cooperation and joining in. As a result, children often show kindness towards others. For example, a two-year-old shows another child how to access the programme he has been using on the whiteboard. They are also very helpful, ably putting away toys and tidying up after lunch, including showing the inspector where to put paper rubbish.

Babies' and children's good health and safety are promoted to a high standard. They are nurtured and very well cared for in line with their individual routines and their parents' wishes. Any accidents or illnesses are calmly and carefully treated by first aid trained staff. They ensure parents are kept fully informed, maintain detailed records and rigorously follow infection control guidelines. Babies and children relish being outside and they have plenty of fresh air and exercise, including regular opportunities to enjoy shared physical activities at the children's centre and school. They are sensitively and calmly supported to be confident and independent in seeing to their personal care and good hygiene. Staff are relaxed and positive in the way they help young children to manage using the toilet unaided, and foster their good hand washing from an early age. For example, a member of staff carefully explains about using soap and water and drying hands properly while she helps babies and younger toddlers to use a portable hand washing unit before meals. Following a parent's suggestion, some children bring toothbrushes to nursery and staff guide them in careful brushing of their teeth after lunch. All children are encouraged to become independent in dressing and putting on their shoes unaided.

Babies and children are looked after in very secure and safe surroundings. Staff carefully supervise them and adeptly encourage their safe and sensible behaviour as they play, use equipment and move around the premises. Children are encouraged to help to keep play areas free from trip hazards by putting away toys when they have finished playing with them. They learn about other aspects of safety. For example, evacuation drills, discussions and role play enhance their awareness of different aspects of fire safety.

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

The nursery managers and staff are enthusiastic, highly motivated and effective. They are encouraged and supported by an equally dedicated owner, who shares their passion and

vision for providing high quality nursery provision for children and families. The managers and staff work extremely well together to ensure babies and children have a wonderful time at nursery. Carefully managed staff deployment arrangements ensure consistency for children and parents, and high levels of attention and support for each baby and child. Sessions and routines are carefully planned and very well managed. Staff ensure smooth handovers between colleagues and consistently high levels of information sharing with parents and carers. Managers and staff competently and conscientiously carry out their duties, and their knowledge and expertise is underpinned by robust staff performance, development and training programmes.

Self-evaluation and improvement planning are highly effective. The owner and senior managers are dedicated to ensuring they offer the best quality provision for families. They very ably monitor the nursery's effectiveness through a thorough, accurate self-evaluation. This incorporates outcomes from their ongoing rigorous reviews of the educational programme, staff's teaching and practice, and the results of parent surveys and internal audits of procedures and room layouts. Priorities for improvement are promptly and accurately identified and addressed through well-targeted, focused improvement plans. These are reviewed regularly to assess the impact of changes and to ensure they are sustained. Parents' views and suggestions are welcomed and followed up. For instance, recently their feedback has resulted in more detailed information sharing when children move within the nursery, and opportunities for children to brush their teeth while at nursery. Children's ideas influence the day-to-day planning and organisation of activities and resources. Their learning outdoors has been enriched by various, ongoing improvements to the outside areas. For example, they have enjoyed gardening and have helped staff to plan the sensory area and to select and grow the plants there. Other recent successful improvements have enhanced information sharing with parents about their children's achievements at home and nursery through the introduction of a 'wow' board. In particular, implementing very detailed mapping and assessment of children's development when there are concerns has led to earlier intervention and more precise target setting.

The owner, managers and staff are vigilant and highly committed to protecting babies and children from harm. They fully understand their roles and responsibilities with regard to child protection and implement rigorous safeguarding procedures. They act swiftly and appropriately to make referrals if a child is at risk of harm and are thorough and conscientious in their work with vulnerable families and the other agencies working with them. In particular, the owner, managers and staff strive to build trusting relationships with all families, in order to support parents in caring for and educating their children. For example, parents appreciate the many different ways staff advise and support them regarding their children's care, routines, behaviour and development. Staff are proactive and sensitive in signposting parents to other sources of help and services, such as those available at the children's centre.

Children's welfare is further protected by everyone in the nursery in other ways. For instance, rigorous recruitment and induction procedures and ongoing staff performance monitoring mean that all staff working with the children are suitable and highly skilled. High levels of security and safety are maintained, and babies and children are very carefully supervised and taught how to behave safely and sensibly at all times. Accidents

and incidents are carefully recorded and monitored. Managers promptly make improvements in order to minimise the risk of repeat occurrences. For example, as a result of a previous incident, daily opening and closing down checks were improved and more robust accident recording implemented. These procedures continue to be consistently applied to ensure a safe environment and a clear audit trail regarding incidents and accidents. There are also clearly explained complaints procedures to enable parents to express any concerns about the nursery. The owner and managers take prompt action to thoroughly document, investigate and address these and to give feedback to parents about what they have done. Robust documentation and information sharing with parents also ensures all agreements and required information are obtained for every child. As a result, managers and staff have a thorough understanding of each child's circumstances and background, including who may have access to them and who may collect them.

The nursery has very worthwhile relationships with families, other agencies and organisations in the community, such as the schools and the children's centre. These highly effective partnerships offer families sensitive support and coordinated access to a range of services and advice. Parents and carers comment on the high quality provision and how well their children are looked after and have progressed. They appreciate regular feedback from the approachable and welcoming staff. A child who is about to start school, says she has 'loved everything' at nursery. Since the last inspection the nursery has been proactive and highly successful in developing links in the community. Babies and children benefit from regularly attending sessions at the children's centre and the school. They also enjoy walks and outings in the local area. For instance, recently children visited the post office and posted their letters. On another walk they observed construction work in a nearby residential area, which prompted lots of role play and model making back at nursery.

Children attending other daycare settings and going on to school have consistency and continuity. Nursery staff make sure they obtain information about children's care, learning and development if they attend more than one setting or move in from another setting. The nursery owner, managers and staff have been tireless and resourceful in making links with all the schools children move on to. All schools have received current information about the children's learning and development. In most cases, teachers have been to the nursery and key persons and children have visited their schools. All pre-school children are familiar with a school's environment before they leave nursery because of their regular visits to the local primary school for reading sessions, forest school and other activities.

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	EY382331
Local authority	Worcestershire
Inspection number	915172
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	44
Number of children on roll	90
Name of provider	Magic Moments Childcare Ltd
Date of previous inspection	08/09/2009
Telephone number	01905 748204

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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.

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.

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