

Magic Roundabout Nurseries Limited

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

Inspection date	29/01/2014
Previous inspection date	20/05/2013

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

- Children enjoy strong relationships with staff. Therefore, they are keen to learn and rapidly grow in self-assurance.
- All children are confident in communicating with the staff and each other. As a result, children's vocabulary is developing in line with the expected developmental milestones.
- Staff support children's learning well. Therefore, children are making good progress from their starting points.
- Leadership and management of the setting are good. Consistent practices are in place to monitor practice and ensure that children are able to progress well.

It is not yet outstanding because

- The organisation of snack times in the afternoons disrupts children's learning in the younger rooms.
- Staff do not always make sure that resources to promote children's physical development during meal times are fully in place.

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 main playrooms.
- The inspector spoke with the manager and staff at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documents, the development plans and a selection of policies and procedures and children's records.
- The inspector spoke with parents to gather their views on the setting.

Inspector

Rebecca Hurst

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 26 staff of whom, 25 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 80 children attending who are in the early years 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 and 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:

- strengthen children's physical development during meal times by providing all the resources needed to eat their meals

- strengthen the organisation of afternoon snack time so children are not disrupted in their learning.

Inspection judgements

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

Staff use effective planning to enable children to progress well with their learning and development. Staff complete detailed written assessments, which clearly highlight the next steps of learning. These are then used to inform the planning of activities that will help children to make progress. Planning is carried out on an individual basis, which includes children's interests, next steps of learning and information from the parents. Parents regularly share with the staff what children have been doing at home and this is fed into the planning. In addition, this means that parents' contributions are recognised and valued as a key part of children's learning from the start. The high quality of teaching in all rooms is consistent and allows all children to make good progress across all seven areas of

learning.

Staff plan activities that are fun and enjoyable for the children as they are based on their interests. As a result, children become enthusiastic learners. Staff share detailed progress reports, and the required progress checks for children aged two years, with parents so they can see the progress their children have made. Given the children's starting points they are making good progress and gaining the skills they will need for their future learning.

Toddlers excitedly join in dancing. They dance along to all the songs being sung and carry out the different movements in time. They clap and cheer at the end and ask for more. This enhances their physical development and their speech as they sing along to the words.

Children enjoy messy activities that are well planned to support children's learning across the seven areas. They enjoy playing with whipped cream, water and sand. They use different utensils to transfer mixtures from one bowl to another. Staff talk to the children about how many scoops they are using. They also ask the children to describe what they are making. This enhances both their physical development and mathematical development as they count the numbers of scoops.

Children take part in activities to teach them about different festivals and celebrations from around the world. This helps children to develop their knowledge and understanding of diversity. Staff support children well with new emerging skills such as walking. They make sure floors are kept clear to allow children to practise this new skill.

Older children enjoy role playing, which helps them to develop their imagination and creative skills. Staff are skilled in using open ended questions to get the children to think about what they are doing. Children use real fruit in their role play area and practise cutting them up. This enhances the children's skills for the future.

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

Children settle well into the nursery and build secure bonds with the staff. This allows children to progress well with their learning and development. The secure bonds allow children to build on their confidence and separate well from their parents and carers. Children and babies regularly snuggle up to staff for cuddles, reassurance and support. This helps to build children's positive self-esteem.

Meal times are social occasions where children are given good opportunities to enhance their independence skills. Children learn to wash their hands with very little support and use their early word recognition to find their name place cards. Children work together to serve their own meals, with staff encouraging them to try the vegetables and salad to promote healthy choices. Staff sit with the children and talk about what they are eating and how vegetables are good for their bodies. This enables children to learn about healthy lifestyles. However, children do not always receive the correct utensils to support their

physical development while eating. As a result, staff have to step in support the children.

The organisation around afternoon snack times means children have to stop mid play to come and have snack. Although staff use snack time to further encourage children's learning, it does mean children have to stop mid flow from the activities the children are undertaking at the time. This means they cannot always pursue activities to their own satisfaction.

Children learn about keeping safe through the staff's effective support. For example, they teach children about tripping hazards and make sure children hold onto hand rails when using the stairs to move between play areas. Children also participate in regular fire drills. This helps children to understand what to do in an event of an emergency.

All staff are consistent in their approach to behaviour management. They take time to talk to children about the importance of sharing and being kind to each other. Staff talk calmly to the children and distract them from what they are doing. This practice works well with the children. Given the children's ages and stages of development they behave well. Good quality resources are organised well in the rooms allowing all ages of children to be able to choose what they want to easily, which encourages them to be independent.

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

The leadership and management of the nursery is strong. They have a clear understanding of the safeguarding and welfare requirements. All staff have a clear understanding of safeguarding and the procedures to follow if they had any concerns about a child. Regular fire drills take place so children are aware of what to do in an event of an emergency. Staff undertake detailed risk assessments and daily safety checks of the building, to make sure all areas are safe for the children to play in.

Robust recruitment procedures are in place to check the suitability of all staff. Staff have regular supervisions, one to one's and appraisals to assess their work and to look at further training opportunities. The nursery closes for a three days a year for staff to have further training. Staff also attend regular training, through the local authority, to enhance practice and promote children's learning and welfare. The manager has a clear understanding of the learning and development requirements. Staff plan and provide a good range of experiences for children in all areas of learning and they monitor their progress well. As a result, children make good progress in their learning.

In discussion with parents, they are happy with the care that is provided to their children and the information that is shared with them. Parents have regular meetings that allow them to share their views on the nursery. These views inform the self-evaluation. Staff also work well with other agencies caring for the children. They work with them to carry out exercises with the children and feed back to the parents how well the children have been getting on. This provides continuity of care for the children.

The provider's self-evaluation process is strong. Staff involve parents by gathering their views on the service they provide. Staff also carry out reflective practice to assess the activities that are on offer. The manager also uses a development plan to set achievable targets to promote the development of the nursery and staff. They evaluate the planning to make sure it meets the learning and development needs of the children that attend.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	950807
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	80
Name of provider	Magic Roundabout Nurseries Limited
Date of previous inspection	20/05/2013
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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