

# Magic Roundabout Nurseries Limited

Docklands Branch, 2 Lawn House Close, London, E14 9YQ

<b>Inspection date</b>	27/01/2014
Previous inspection date	23/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children enjoy strong relationships with staff. Therefore, they are keen to learn and rapidly grow in self-assurance.
- 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 staff practice and ensure that children are able to progress well.
- Robust systems are in place for safeguarding children. This means children are cared for in a safe environment.

### It is not yet outstanding because

- Staff do not always use descriptive words to fully enhance the younger children's language development.
- Learning environments for babies are not organised well to support them when learning to walk.

## 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 journey folders, planning documents, the development plans, a selection of policies and procedures and children's records.
- The inspector also spoke with parents to gather their views on the setting.
- The inspector checked staff's Disqualification and Barring Service checks, inductions records and staff ratios.

## Inspector

Rebecca Hurst

## Full report

### Information about the setting

Magic Roundabout Nursery is one of five nurseries run by Magic Roundabout Nurseries Limited. It opened in 2004 and operates from a large play room divided into three play areas. The nursery is located on the ground floor of Jack Dash House in the Docklands area of London. Children have access to an enclosed outdoor play area.

The nursery is open each weekday from 8am to 6pm all year round. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 33 children aged from birth to under five years on roll, some in part-time places. There are 11 members of staff, of these, nine staff hold early years qualifications to at least level 3 and the manager holds a degree and has early years professional status.

### What the setting needs to do to improve further

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

- strengthen the use of descriptive words to promote further children's language development in the younger children's rooms.
- develop further the learning environment to fully support babies' emerging skills, such as walking.

### Inspection judgements

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

Planning is effective in providing activities that help children make progress with their learning and development. Staff take account of the children's next steps in learning, their interests and views from the parents to plan effectively. Staff track the children's progress successfully, using appropriate guidance, to identify where children require support. Detailed progress reports and the required progress checks for two-year-old children are shared with the parents so they can see the progress their children make. Given the children's starting points, they are making good progress and are gaining the skills they will need for their future learning.

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. Parents come into the setting to share traditional food from different cultures, which enhances the children's learning about the wider world they live in.

Role play in the rooms is strong. Children play well together and share toys well. Staff are skilled in using these opportunities to teach the children about healthy lifestyles. For example, children use a range of utensils and rice to pretend to cook meals. Staff use singing, explanation and praise to help develop children's communication and language skills overall. Although staff talk to the children during activities, they do not use a wide range of descriptive words to strengthen the younger children's emerging language development. Staff use resources well to promote the children's learning and development. Children move around with confidence in most rooms. However, babies find it difficult to practise their emerging skills, such as walking, because many resources are on the floor. This limits the amount of clear floor space available to the babies.

Staff carry out cooking activities with the older children to promote learning across all areas. Staff talk with the children to promote their language development, for example, they ask the children to describe the texture of the flour they are using. When the children start to measure the ingredients, staff prompt them to look at the numbers and to stop when the scales reach the required number. This enhances the children's mathematics skills. The good quality of staff interaction helps to promote children's learning effectively.

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

Children are happy and settled. They develop secure bonds with the staff, which builds children's self-esteem and their confidence. Children enjoy snuggling up to staff for cuddles, reassurance and support. Staff familiarise themselves with children's interests and work well with the parents to settle their children into the nursery. Staff help to prepare children well for school. For example, they teach children how to dress and undress and the routines they will have when they start school.

Children learn about keeping safe through the staff's effective support. For example, they remind the children not to climb onto the chairs, giving them the reasons why, and they make sure the children know to be careful when playing in a box. Children also participate in regular fire drills. This helps children to understand what to do in the event of an emergency.

All mealtimes are social occasions where children sit and talk with staff and each other about their play and what they have been doing at home. Staff sit with the younger children and support their emerging independence skills by encouraging them to learn to serve themselves. Older children set the tables, help to give out the plates and serve themselves. Staff encourage the children to eat vegetables by talking about how vegetables are good for their bodies, and the benefits of healthy eating. Staff eat with the children providing a good role model. Children have daily opportunities for exercise indoors and on outings to local play areas, which promotes their physical development well.

Staff use resources well to promote all areas of learning. The resources are all stored so

that children of any age can choose freely from those in their room. This further enhances children's learning and development and promotes their independence skills. All staff are consistent in their approach to behaviour management and deal with children's behaviour well. They take time to talk to children about the importance of sharing and working together and children behave well.

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

The manager is fully aware of how to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. Staff have a secure knowledge of the safeguarding and child protection arrangements to follow in the event of a concern about a child. Staff use detailed risk assessments to enable children to play in a safe learning environment. Robust recruitment procedures are in place to check the suitability of staff working with the children. All staff are appropriately vetted and the relevant details are recorded and logged to show when checks are carried out. As a result, children are cared for by suitable staff.

Staff work closely with the parents and other agencies that are involved in the children's care. They share information with parents regularly about the progress children are making. Staff give parents daily feedback and work with them if they have any concerns about their children's development. Staff work with other professional to support the children's learning and to set targets for them to work towards. This provides continuity of care and learning for the children, including those with special educational needs and/or disabilities.

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. The provider's self-evaluation process is good. The manager works with staff and the local authority early years team to work through development and action plans to bring about positive outcomes for children. Staff involve the parents by gathering their views on the service the nursery provides. These are then used to inform the changes staff make to improve practice. Staff assess the activities to make sure they are meeting the children's individual needs. They take note of the children's participation in activities to gauge their interests and to adapt activities to meet children's individual needs further. This demonstrates that staff are responsive to the views of children and families.

Staff have regular appraisals to allow the manager to keep track of staff development and to promote staff training needs. Staff attend regular training to enhance practice and promote children's learning and welfare. Staff are effectively deployed around the nursery to maintain ratios and to keep children safe. Staff evaluate the planning to make sure it meets the learning and development needs of all children. All staff are fully involved in all aspects of the evaluation process to bring about the best possible outcomes for children.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY221045
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	843390
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	39
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Magic Roundabout Nurseries Limited
<b>Date of previous inspection</b>	23/02/2011
<b>Telephone number</b>	0207 498 1195 020 7364 6028

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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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