

Magic Roundabout Nurseries Limited

141 Coronation Road, Southville, Bristol, BS3 1RE

Inspection date	20/01/2014
Previous inspection date	23/10/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The provider does not ensure that children's safety is assured in the event of a fire or other emergency.
- Staff who handle and prepare food are not all trained in food hygiene as required.
- The outdoor environment is not sufficiently clean, welcoming and stimulating to encourage children's learning in all areas.
- Staff do not always group children appropriately so they are able to participate in activities that interest them and become inquisitive and active learners.
- Planning does not always take into account children's prior learning in order to focus fully on helping them reach their next steps in development.
- Leadership and management do not have robust systems in place to identify and act upon all key areas for improvement.

It has the following strengths

- Children form secure attachments with the staff and are happy, content and comfortable in their care.
- Children behave well because staff are positive role models.

- Teaching generally enables all children to make sound progress in their learning and development.

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

- Two inspectors carried out the inspection. They observed staff and children playing together and spoke to children and staff at appropriate times throughout the inspection.
- The inspectors held a meeting with the manager and deputy manager.
- One inspector spoke to the provider on the telephone.
- The inspectors sampled documentation including staff suitability, risk assessments and children's learning journeys.
- The inspectors carried out joint observations of two activities with the manager and deputy manager.

Inspector

Charlotte Jenkin & Helen Barter

Full report

Information about the setting

Magic Roundabout Nurseries Limited operates from a Victorian terraced property in the Southville area of Bristol. A company that also owns four other nurseries in the London region runs the nursery. The nursery is open Monday to Friday from 7.30 am until 7 pm and operates all year round except for Bank Holidays. Children have access to all areas of the building except for the kitchen, laundry room, office and staff facilities. There is a large hard surfaced area to the rear of the premises, used for outdoor play. There is stepped access to all four floors of the nursery and to the front of the building. There is a ramp from the rear of the building which affords access to two playrooms on the ground floor. The nursery is registered on the Early Years Register. There are currently 75 children on roll. The nursery supports children with special educational needs and/or disabilities and children who learn English as an additional language. There are 22 staff employed to work directly with the children, of whom 14 staff hold qualifications in childcare at level 2, 3, 5 and 6. Four members of staff are working towards relevant qualifications. Two members of staff have Early Years Professional Status and two have Qualified Teacher Status. The setting is in receipt of funding for free early education for children aged three and four years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- take reasonable steps to ensure the safety of children on the premises in the case of a fire or other emergency, particularly with regard to ensuring children are able to evacuate the premises quickly and safely, fire doors are kept closed and evacuation equipment is in working order
- make sure all staff involved in handling and preparing food receive training in food hygiene
- ensure outdoor spaces and equipment are fit for purpose and clean
- improve reflective practice in order to identify key areas for development that will improve the care and learning experiences for children.

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

- use knowledge of children's prior learning to plan precise activities which offer them challenges to help them achieve their next steps in learning
- re-organise the groupings of children so they are able to engage in all the activities that interest them and become inquisitive and active learners.

Inspection judgements

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

Staff plan a varied range of activities across all areas of learning. Children willingly participate in these and with interest. As a result, all children make sound progress in their learning and development. Staff carry out regular observations and assessments of children's learning and this helps them to monitor children's progress. However, staff do not always take sufficient account of children's prior learning to plan activities which precisely meet their needs and which offer them appropriate challenge. For example, when a child demonstrates care and concern towards another child, the next step is to learn to relate to others. The child has already achieved this and, therefore, staff are not challenging the child to make even better progress. Nonetheless, children gain suitable skills that will help them prepare for the next stage in their learning, including school. Children gain independence and self-care skills and make firm friendships with others. They listen well, communicate effectively with adults and other children, and concentrate well during activities.

Staff promote children's communication and language well. Babies are cared for in a language rich environment as staff continually talk to them about what they are doing. Staff get down to the babies' level, maintain eye contact and explain to them what is happening and what will happen next. This means babies are learning to communicate, that words have meaning, and that they are settled and secure in the nursery. Staff support toddlers' language development well. Staff talk to young children during activities and teach new words as they play. For example, when playing with dough, staff model words such as 'squash' and 'squidgy' which helps develop young children's vocabulary. Staff promote children's mathematical skills as they help them count the pieces of the puzzles and talk about the different size pieces, such as 'small' and 'big'. Toddlers show interest in books and confidently take these to staff to read to them. Toddlers demonstrate they are learning new skills as they point to the pictures and say new words for the first time. Staff praise them for their achievements and this helps promote self-confidence and self-esteem. Older children demonstrate that they are developing a wide range of language during music time. Children sit and concentrate as they explore the sounds the musical instruments make. Children tap and shake the instruments demonstrating they understand the meaning of the words 'fast', 'slowly', 'loudly' and 'softly' which the staff teach to promote their language development. Pre-school children enjoy exploring the similarities and differences of vegetables, such as potatoes, sweet potatoes and squash. Staff encourage children to talk about what they see and feel and they use words such as 'slimy' and 'soft'. This helps children develop their sensory skills as they explore the different textures of the foods. Staff provide various tools to cut and mash the food which helps children to develop their fine motor skills. However, the staff do not organise the activities in the various rooms effectively to enable all children to join in with the activities as they wish. This prevents children from becoming fully inquisitive and active learners.

Staff give particularly strong support to children who learn English as an additional language and those with special educational needs and/or disabilities. Staff gain key words in children's home languages and use these to help children make themselves understood and to feel valued. There are dual language books for children to look at. This helps them learn to respect the languages used by other families in the nursery. Children with additional needs receive consistent support and staff work closely with other professionals involved in children's learning in their commitment to helping children reach their full potential.

Staff involve parents in their children's learning and this means parents are able to continue this at home. For example, parents are able to borrow resources, such as story sacks, to take home and share with their child. When children first start at the nursery, staff gain information from parents regarding their child's likes, dislikes and abilities. This means staff are able to meet children's care and learning needs from the onset. Parents also receive written reports that detail how well their child is progressing. These include the required check for children between the ages of two and three years.

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

Children form secure attachments with the staff and demonstrate they are happy, content and comfortable in their care. The key person system is effective and staff know their children well. Children readily approach staff for comfort or to request assistance. Staff respond quickly which results in children feeling valued and developing confidence. Staff are warm and caring and this helps children develop strong emotional bonds. For example, babies who are new to the nursery receive lots of cuddles and one to one interaction and so they are settled and content in the staff's care. Staff are positive role models which is reflected in children's good behaviour. They learn to share and take turns, and are kind to their friends from a young age. Staff praise children for their achievements and this helps children feel good about themselves. Consequently, children form firm friendships and respect one another.

Children have some opportunities to learn how to manage their own safety. For example, they use various tools safely, such as knives and scissors, and learn how to walk up and down the many internal stairs safely holding the rail. However, children do not practise the fire evacuation drill at regular intervals. Two-year-olds have to walk down four external metal flights of stairs to evacuate the premises from the top floor of the building. Previous records show that children, particularly the two year olds, continue to find fire evacuation difficult and this has not been sufficiently monitored or practised to improve fire evacuation procedures. This means staff do not know if children are able to evacuate the premises safely and quickly in an emergency. These weaknesses in safeguarding children with regard to fire safety means their safety and well-being cannot be assured.

Children learn about healthy lifestyles as they enjoy regular fresh air, exercise and freshly cooked food. Staff sit with the children during mealtimes and talk to them about the benefits of certain foods on their bodies, such as why carrots are good for them. This helps children learn to make healthy choices and makes mealtimes a sociable and enjoyable occasion. Older children learn about the importance of self-care skills as they go to the toilet, wash their hands and serve their meals and drinks. They enjoy physical play indoors and outside, as they dance to music and move their bodies in various ways. Outside children ride on tricycles and scooters and enjoy running around and playing football. Overall, staff implement appropriate hygiene routines to minimise the spread of infection. For example, they follow hygienic nappy changing routines, clean tables prior to eating and encourage young children to wash their hands at appropriate times.

Children can choose for themselves from a wide range of toys and equipment which are stored on low level shelves. This means they can initiate their own learning. However, the outdoor environment is not welcoming or inviting to encourage children's learning in all areas. For example, mats for children to sit on to read are covered in mud, role play equipment is wet and dirty, the hand rails leading to the garden are rusty and rough and shelves storing equipment above the book area are precarious. The external stairwells are full of old broken equipment and pieces of wood, which is both unsightly and hazardous. The unkempt outdoor environment does not encourage children to explore all the activities and become more active learners.

provision

The management team does not fulfil its responsibilities with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. Arrangements for safeguarding children are inadequate. The provider does not ensure that children's safety is protected in the event of a fire or other emergency. Fire doors are propped open on every floor of the building, emergency escape lighting is not in full working order and the fire drill is not regularly practised to ensure all children and staff are able to evacuate the premises safely and quickly. This puts children's safety and well-being at risk in the event of an emergency evacuation. Staff who handle and prepare food are not all trained in food hygiene as required. In addition, the outdoor environment and equipment are not clean, welcoming or stimulating to encourage children's learning in all areas. These are breaches of legal requirements that put children's safety and well-being at risk.

The manager and staff have a suitable knowledge of child protection issues and the procedures to follow in the event of concerns about a child's welfare. Staff are aware of the whistle blowing policy and what to do if they are concerned about the behaviour of a colleague. Recruitment and vetting procedures are robust. All staff have undergone suitability checks to ascertain that they are suitable to work with children. Staff are aware of most of their roles and responsibilities in the nursery through suitable induction procedures.

The management team is aware of its responsibilities in delivering the learning and development requirements. The programme for expressive arts and design has improved with children being given greater opportunities and a wider range of resources with which to play and learn. Observation and assessment systems have improved satisfactorily since the last inspection. However, at times planning does not take into account children's prior learning in order to set precise next steps for their learning and development. Nonetheless, children make sound progress in their learning and development and staff prepare them appropriately for their next stage in learning.

Through self-evaluation processes, the management has identified some areas for development in the nursery. The manager and deputy have focused on monitoring staff interactions with the children. This has been successful and the quality of interactions has improved, with a particular impact on the development of children's communication and language. Staff have supervision and appraisal meetings several times a year. These help to identify training and development opportunities and bring new ideas into the nursery. For example, staff have attended singing and music training and now regularly sing with the babies. Consequently, babies are more confident and concentrate for longer periods during singing time. However, self-evaluation processes are not sufficiently robust to identify key weaknesses in safeguarding children. This means leadership and management are inadequate overall.

Staff form positive partnerships with parents. Parents receive detailed information about their child's daily routines and the activities they have been involved in. In addition, parents are kept up to date on their child's progress. Parents report positively on the nursery, especially the caring and approachable staff. Children are well prepared for their

moves within the nursery. Their key person visits their new room with them and this helps children become familiar with their new environment. Staff work closely with external agencies to support children's learning and development, particularly where they have additional needs, and to offer continuity in children's development with other early years provisions, including schools.

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	107009
Local authority	Bristol City
Inspection number	950808
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	108
Number of children on roll	75
Name of provider	Magic Roundabout Nurseries Limited
Date of previous inspection	23/10/2012
Telephone number	0117 963 9800

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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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