

Magic Roundabout Nurseries Limited

Binfield Road, Clapham, London, SW4 6TB

Inspection date	20/01/2014
Previous inspection date	07/02/2013

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		3
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 requires improvement

- Children enjoy strong relationships with staff at the nursery. Therefore, they are happy and keen to learn and rapidly grow in self-assurance.
- Robust systems are in place for staff recruitment and training. This means children are cared for by suitably qualified and vetted staff.
- Clear and concise boundaries are set and are taught well to the children. As a result they behave well.

It is not yet good because

- The quality of teaching is inconsistent which means children are not fully challenged during activities to fully enhance their language and mathematics development.
- Hygiene procedures are not always constantly followed to consistently develop children's good personal hygiene skills.
- Induction processes of new staff in the setting are not consistent in teaching staff about safety.

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

- Two inspectors carried out the inspection.
- The inspectors observed activities in the main playrooms and the garden.
- The inspectors spoke with provider, manager, deputy and staff at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documents, a selection of policies and procedures and children's records.
- The inspector spoke with the staff and observed practice with regards to safeguarding and behaviour management.

Inspector

Rebecca Hurst /Sarah Street

Full report

Information about the setting

Magic Roundabout Day Nursery and Out of School Club opened in May 2003. It operates from 14 rooms over two floors, in a three storey refurbished purpose built building with a secure outdoor play area. The setting is located in Stockwell within a few minutes walk from the underground station.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 95 children in the early years age range on role using the day nursery. The nursery receives funding for the provision of free early education for children aged three and four years. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting is open for five days a week all-year-round. Sessions for the day nursery are from 7.30am until 7pm. The after school club operates from 3.30pm until 7pm, though is not currently in operation. There are 29 staff working with the children. Of these, 16 hold appropriate early years qualifications, including the manager and the deputy who have degree level qualifications.

What the setting needs to do to improve further

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

- develop the learning environment where staff initiate conversations with the children to promote their communication and language development
- ensure staff are consistent in teaching children about health and hygiene procedures, such as hand washing before meal times
- ensure all staff coming into the nursery to work receive information about fire procedures through induction.

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

- give children opportunities during free play to develop and enhance their counting skills.

Inspection judgements

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

The quality of teaching is inconsistent; although children are progressing well towards the early learning goals, there are missed opportunities to extend this further due to these inconsistencies in language development. Staff do not always initiate conversations with children and as a result, during activities, children are not fully challenged to enable them to reach their full potential. Planning is effective in helping children make appropriate, and in some cases good, progress in their learning and development. Staff are narrowing the achievement gap with the children who have special educational needs and/or disabilities. Staff use the children's next steps in learning and their interests to plan to progress them with their learning and development.

Staff track the children's progress using appropriate guidance. This is used to identify whether children require any additional support in their learning. The deputy manager is currently in the process of training all staff on how to successfully use this system. Parents are invited into the nursery to talk with the staff about their children's progress. This provides good continuity of care for the children. Progress reports and the required progress checks for two-year-old children are shared with the parents. This enables them to see the progress their children have made.

Learning is suitably promoted because staff provide a suitable range of activities and experiences covering most areas of learning. This supports children, as some activities hold some of the children's interests to support them with their learning and development. However, children are not fully supported in the younger rooms to develop their mathematical skills such as counting during free play. As a result, this area of learning is not fully developing.

Children in the older rooms are supported to progress across the areas of learning. They are encouraged to write their own books about the book of the week. They enjoy making plasticine snakes and they visibly grow with pride when staff praise them for their work. This promotes the children's personal, social and emotional development.

Children enjoy having access between the inside and outside play areas. They play between both areas and enjoy using the larger equipment to enhance their physical development. Staff also set up play rooms inside so if the weather doesn't allow for outside play they can still work on their physical development.

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

Children are happy and settled in the nursery. They have secure bonds with the staff, which builds their self esteem and confidence. Children enjoy snuggling up to the staff for cuddles, reassurance and support. Staff teach older children about healthy lifestyles by encouraging them to become involved in serving their own meals in the pre-school room

and through daily opportunities for exercise. Such experiences help the children gain the skills necessary for their eventual move to school. However, there are inconsistencies in practices to teach children in the younger rooms about their health and well-being. Some children wash hands before meals and others wash them afterwards. This is not allowing children to consistently learn about hygiene and well-being. Children have freshly prepared meals which meet their individual needs. Staff generally talk to the children about the food they are having to help them learn to make healthy choices.

Children learn how to keep safe. They participate in regular fire drills that allow them to learn what to do in an event of emergency. All staff are consistent in their approach to behaviour management and deal with children's behaviour well. Staff get down to the children's level and talk to them about their behaviour and the importance of being kind to each other. Staff work closely with outside agencies to support children with challenging behaviour. They work together to support the children and families. This provides continuity of care for the children. Given the children's ages and stages of development they behave well.

All resources are stored so the children can self-select them. This promotes further the children's independence skills. Resources are of a good quality and clearly promote the children's learning across the different areas of learning.

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

The provider and the manager are aware of how to meet the safeguarding and welfare and the learning and development requirements. Staff have a secure knowledge of the safeguarding and child protection arrangements to follow in the event of a concern about a child. Risk assessments are in place to enable children to play in a safe, well organised and healthy learning environment both indoors and outside. However, the induction of staff into the setting is not robust. Not all cover staff are shown or made aware of fire evacuation procedures in the setting. This may result in a delay if evacuation is necessary.

The manager and the deputy have a clear vision for improvement in the nursery. They clearly identify areas that require improvement and the staff's clear strengths. However, these have yet to be embedded to secure overall improvement for the children and the setting. The deputy manager is starting to role model to the staff how to talk with the children and use open-ended questions. However, again this practice is not yet secure to fully support the children's learning and development. The provider has worked with the manager and the deputy to bring about changes to the setting to secure positive outcomes for the children. However, as these are recent changes, there has not been time for these to take full effect in the setting.

Robust recruitment procedures are now in place to check the suitability of all staff working with the children. All staff are appropriately vetted and the relevant details are recorded and logged to show when checks were carried out. Children are safeguarded because they are cared for by staff who understand safeguarding procedures and know what to do if

they have concerns about a child in their care. Staff benefit from regular supervision and the manager keeps track of staff development to promote their training needs. Staff attend regular training to enhance practice and promote children's learning and welfare. All staff are beginning to be involved in all aspects of the evaluation of the setting to bring about outcomes for children.

The nursery's self-evaluation of their practice is suitable. Staff are starting to involve parents by gathering their views on the service provided. They also assess the activities to make sure they are meeting the children's individual needs. Staff use the children's participation in activities to gauge their interests and what needs adapting to further meet their individual needs. Staff are responsive to the users of the service that they provide.

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	EY152688
Local authority	Lambeth
Inspection number	950469
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	186
Number of children on roll	95
Name of provider	Magic Roundabout Nurseries Limited
Date of previous inspection	07/02/2013
Telephone number	020 7498 1194

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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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