

# Magic Roundabout Nurseries Limited

Roberts Hall, 161 Wadham Road, London, E17 4HU

<b>Inspection date</b>	23/01/2014
Previous inspection date	14/02/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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 make good progress from their initial starting points because of the wide-ranging opportunities available to them, and the valuable support from staff.
- Leadership and management are strong because the manager has a clear vision for the nursery's good practices and parents are fully involved to provide consistency of care.
- Children have interesting and stimulating activities and good access between the indoor and outdoor environments. This enables children to choose where they wish to play and encourages their decision-making skills.
- Children enjoy strong relationships with staff at the nursery. Therefore, they are happy and keen to learn and rapidly grow in self-assurance.

### It is not yet outstanding because

- Children's early writing skills are not fully nurtured in the younger children's rooms.
- Activities in the younger children's rooms do not fully support early maths 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.

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 play rooms.
- The inspector spoke with staff at appropriate times throughout the inspection.  
The inspector sampled a range of records and other documents, including children's learning journeys, self-evaluation documents, and a selection of policies and procedures.
- The inspector spoke with the manager and provider at appropriate times during the inspection.

## Inspector

Rebecca Hurst

## Full report

### Information about the setting

Magic Roundabout Day Nursery registered in 1994 and is situated in the London Borough of Waltham Forest. The nursery operates from a purpose-built building, which is situated behind a row of shops in a busy semi-residential area on the Walthamstow and Chingford border.

The nursery is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. The nursery opens each weekday from 7.30am to 7pm for 52 weeks of the year. Children attend a variety of sessions.

There are currently 76 children on roll aged between three months to five years. The nursery is in receipt of funding for free early education for three and four year old children. The nursery currently supports children with special educational needs and/or disabilities. The nursery supports children who are learning English as an additional language. The nursery employs 20 members of staff who work directly with the children. Of these, 15 hold appropriate early years professional qualifications at level 2 to level 6. A chef and cleaner are also on site.

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

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

- further develop opportunities for younger children to practise early writing skills
  
- strengthen activities for younger children to help develop their early mathematical skills.

### Inspection judgements

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

The quality of teaching is good; as a result, children are progressing well towards the early learning goals. Planning is effective in helping children make good progress in their learning and development. Staff use the children's next steps in learning, their interests and views from the parents to plan effectively. Staff track the children's progress using appropriate guidance. This is used successfully to identify whether children require any support or extra challenge in their learning experiences. Parents are invited into the nursery to talk with the staff about their children's progress and to share with them what they have been doing at home. This provides good continuity of care for the children. Detailed 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.

Staff provide a good standard of childcare by creating a safe and enriching environment where children can play, learn and develop to the best of their ability. Learning is promoted well because staff provide a good range of activities and experiences covering all areas of learning. This effectively supports children, as activities are interesting and individualised to meet specific learning needs. Overall, children are prepared well for the next step in their learning. Staff ask children open ended questions, which promotes their emerging language skills well overall. Staff talk to all ages of children promoting their language development across all age ranges.

Children of all ages enjoy reading books and readily choose their favourites to read with the staff. Staff ask children useful questions about what is happening in the books. This allows children to think about the answers as they develop good early reading skills. Staff encourage older children to write their names on their creations and praise them for their efforts. Some children confidently spell their names and show staff what they can do. These opportunities help to promote older children's early writing skills well. However, there are missed opportunities to promote this area of learning with the younger children. They do not have daily opportunities to experiment with their early writing skills through creative activities.

Children's mathematical development is promoted well in the older children's rooms. They enjoy counting and learning about different shapes and sizes. Staff use words such as 'large', 'small', and 'lots'. This allows the children to progress with this area of development. However, in the younger rooms activities to promote this area are not fully developed in order to fully promote these early skills with the younger children.

Staff effectively promote children's physical development as they play in the well-resourced indoor and outside environments. Children are able to use the main garden which has been sectioned off to allow younger children to play without fear of older children running around. The rooms are all set up to enhance their physical development. Staff work closely with the younger children to ensure they are able to explore the outside play areas to develop their physical skills.

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

Staff demonstrate a very positive approach towards inclusion. They work closely in partnership with parents to fully understand and meet the individual needs of all children. This helps to settle them into the nursery smoothly. Staff show a comprehensive understanding of each child's unique needs and have detailed information on child record forms of their individual requirements. A variety of resources depict positive images of diversity, including those of culture, gender and disability. Children celebrate a variety of festivals and cultural celebrations throughout the year and these are reflective of children's cultural backgrounds. This allows children to learn about different customs and celebrations of their friends and the wider world in which they live.

The nursery has effective measures to promote children's ongoing safety in the nursery,

as well as on outings. Risk assessments are thorough and clearly identify hazards and any action taken to minimise these to keep children safe. Staff carry out fire drills on a regular basis, teaching children to be aware of what to do in an emergency. Children enjoy valuable social experiences when eating together. The majority of children help themselves to their cutlery and drinks, which supports their independence skills and physical development well. Staff sit and talk to the children about what they are eating and the effect it has on their bodies. Staff support the children well in learning about portion control and all children are developing good levels of control when serving their meals. This helps children learn about healthy lifestyles.

All staff are consistent in their approach to behaviour management. They teach children about the clear and concise boundaries in place and the children show that they fully understand them. The staff also work closely with the local authority and other agencies to provide support for staff through training on how to support individual children. Good strategies are in place to teach the children how to work together. Given the children's ages and stages of development they all behave very well.

Staff support children well as they move between base rooms and carry out these moves according to the children's individual needs. This ensures they settle well and can continue to make good progress with their learning and development. When children are nearing school age, staff carry out progress reports so teachers can see the stages of development the children have reached. This enables children to be ready for the next stage of learning. Children show that they feel emotionally secure. For example, they enjoy snuggling into staff when they feel tired or need reassurance.

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

Leadership and management of the setting are strong. The manager and staff work closely with the parents to bring about the best possible outcomes for all the children. Documentation is maintained to a good standard and all records required for the safe and efficient management of the setting are readily available. Staff implement a comprehensive range of written policies and procedures. These are regularly updated to reflect changes in legislation and to clearly underpin staff practice in promoting children's welfare.

Robust recruitment procedures are in place, which include checking the suitability of all staff. Staff have regular one-to-one supervisions and appraisals to assess their work and to look at further training opportunities. The nursery closes for one or two inset days for staff to have further training. Most staff are well-qualified and 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 staff monitor their progress well. As a result, children make good progress in their learning.

Self-evaluation is strong and clearly shows the key strengths of the provision and the areas staff are currently working on. For example, the provider has met an action set at a previous visit by making sure the regulator is kept informed of changes to the managers. The parents share their views as part of self-evaluation practices and the manager gathers the views of the children. This shapes the service provided, which is highly responsive to its users.

All staff have a strong understanding of child protection and how to safeguard the children in their care. All safeguarding requirements are met effectively. All staff know and consistently implement the Local Safeguarding Children Board procedures. Robust risk assessments are in place for both the premises and for all outings the children undertake. Children are well supervised across all areas of the setting and when on outings, which promotes their safety well.

Staff work closely in partnership with the parents. Parents regularly share with the staff what their children have been doing at home, which is used very successfully by staff to enhance the children's individual needs. Staff complete detailed developmental reviews on the children so parents can see the progress they are making. Detailed daily books allow the parents to see what the children have been doing during the day. Parents provide the staff with changes to the children's routines so their ever changing needs continue to be effectively met. All staff in the children's rooms sign to say they are aware of these changes. This provides good continuity of care.

### 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

<b>Unique reference number</b>	156213
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	947118
<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>	120
<b>Number of children on roll</b>	76
<b>Name of provider</b>	Magic Roundabout Nurseries Limited
<b>Date of previous inspection</b>	14/02/2013
<b>Telephone number</b>	0208 523 5551

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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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