

MagicMind Nursery & Preschool

54 Linden Grove, London, SE15 3LF

Inspection date

10/03/2014

Previous inspection date

24/06/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Staff know children well. They make careful observations of children's play activities so that they can plan effectively for their learning and development.
- Staff support children as they prepare for the move to school by providing stimulating activities to stimulate their literacy development.
- Children are learning independence skills because staff encourage them to gain new skills and reward them with praise when they achieve new things.
- Children are fully engaged at story time. They choose their favourite books and staff use different voices which enhance the story sessions and maintain children's interest.

It is not yet outstanding because

- Staff encourage parents to share information about their children when they first start at the nursery but do not consistently engage with parents to share their children's learning at home.
- On some occasions, quieter children are not always given opportunities to share information with staff during small group activities.

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 carried out a joint observation with the nursery owner.
- The inspector observed children as they played in all rooms and in the outside area.
- The inspector spoke to children, parents, managers and staff.
- The inspector sampled a range of documents including staff folders, children's development files, attendance registers and policies.

Inspector

Lesley Hodges

Full report

Information about the setting

Magicmind Nursery and Pre-School is privately owned and provided by Matvic Ventures Ltd. It registered in 2005 and operates from a three-storey house in Nunhead, in the London Borough of Southwark. Children have access to an enclosed outside play area. The nursery is open each weekday from 7am to 6.30pm, for 49 weeks of the year. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 34 children on roll, who are all in the early years age range. The nursery employs 11 staff including the cook. The owner holds Early Years Professional Status and seven other members of staff hold appropriate early years qualifications. The nursery supports children who are learning English as an additional language. The nursery receives funding for the provision of free early education for children aged two, three and four years.

What the setting needs to do to improve further

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

- reflect on ways to enhance the good partnerships with parents by reviewing the strategies used to share information about children's learning at home
- review the organisation of small group activities to give all children the opportunity to share their experiences and ideas.

Inspection judgements

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

Children arrive happily at the nursery and chat to their friends, showing them and staff the favourite toys they have brought in from home. The positive and friendly environment gives children the confidence to choose activities from the good range available. Children sit with adults and build train tracks, exploring and adapting a variety of resources to make tunnels and bridges. This demonstrates that children are active learners and enjoy experimenting and using their imagination.

Staff have a good knowledge of the seven areas of learning and how children learn through play and structured activities. They use this knowledge to plan stimulating activities for children to give them challenge and interest as they play. Small group sessions are generally effective to promote children's interest in particular topics. Children are keen to play with different equipment such as stethoscopes and items of role-play clothing to use their imaginations and express their ideas. Staff introduce new words for children to learn and children eagerly select pencils and paper so that they can write

'prescriptions' for each other. Children enjoy sharing their experiences of visiting the doctor or dentist in a small group. However, some quieter children are not always given the same good opportunities to share their stories to develop their confidence and learning.

Children who are learning English as an additional language demonstrate their understanding of English. Staff check their level of understanding with parents when they start at the nursery and, if needed, they support children effectively by using key words in the children's home language to help them settle. This promotes children's well-being when they are new to the setting. Staff observe all children as they play and use the observations to accurately assess their progress. Staff know children well and successfully plan for their developing needs. Children have individual folders which include children's literacy and creative work, observations and regular assessments of their learning. This information gives staff an accurate view of how children are progressing and helps them to plan for children's development as they gain new skills. Staff successfully support and teach the older children as they prepare for the move to school by encouraging their literacy and mathematical skills. Children proudly show how they have been writing their names and staff use different resources to encourage children's thinking skills to solve mathematical problems. Story times are engaging for all children. Children decide together what stories they would like and staff are enthusiastic as they use different voices to enhance the story. This successfully supports children's interest in books and reading.

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

Children enjoy their time with the staff and benefit from the good key person system in place, to help them feel confident and secure. They take part in small and large group activities and staff use positive language to encourage children and to respond to their ideas. Staff also promote equal opportunities effectively through their teaching, good role modelling and topic work. Children ask if they can paint and they sit in small groups, talking about the displays of collages and paintings on the walls. They explain their pictures, which are presented attractively so that children can look at them and feel proud of their work. Staff meet children's emotional needs well. Younger children snuggle in for a cuddle and staff comfort older children if they are feeling tired. All children are clearly settled and comfortable in this warm, friendly setting.

Children's behaviour is good. They chat with each other about whose turn it is to be the lunchtime helper for the day, eagerly referring to the list of names to check. The helpers assist with small tasks and work cooperatively as a team. Children are developing further self-care skills as they serve their own lunches and drinks, wash their hands before they eat and learn different ways to make it easier to put their coats on. Staff encourage children's resilience when they initially say they cannot put their coats on, and praise their achievements when they succeed. This recognition of their efforts and achievements makes them feel proud and they then go out to play happily.

Children name their favourite vegetables and enjoy meals of pasta, fruit and yogurt throughout the day. They excitedly tell staff that they have eaten their vegetables and

how this will make them strong. All children play outside each day. The outside area is equipped with a range of equipment to develop children's physical skills including balls and rockers. Other equipment supports their all-round development as they paint, draw and plant flowers. These practices help to support children's healthy choices.

Children learn how to keep themselves safe as they play. Staff gently remind them about using equipment safely so they do not bump into each other. Staff practise regular evacuation procedures with children so that they are familiar with what to do in an emergency. Topics such as looking at how fires can be avoided help children consider their environment and begin to learn about safe practices.

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

The nursery is well organised and all required paperwork is maintained effectively including children's registration information and records of attendance. The nursery's policies are available for parents along with a range of information which is displayed in the hallway of the nursery. Staff are available to answer any questions, and pre-planned settling-in sessions mean that parents can spend time learning about the routines and the activities available. Parents also receive an information booklet about the nursery when children are new. This gives parents information about how the staff work with parents and plan regular open evenings when they can discuss children's progress. As a result, parents feel involved in their children's time at the nursery.

Some parents praise the nursery for helping them with particular concerns. For example, key staff share behaviour strategies with parents to help children as they learn rules and boundaries for behaviour. Parents say that daily information about nappy changes and children's well-being is useful and keeps them informed about their child's time at the nursery. Staff do not always seek information on children's learning and play at home, however, to enhance their planned activities and extend children's development.

Staff have a good knowledge of the safeguarding procedures to follow if they have concerns about a child in their care. They are confident when describing who to report their concerns to. Robust recruitment procedures and a range of suitability checks ensure that only those staff who are cleared and suitable to work with children do so. The nursery is kept secure. Children play safely in the nursery and the outside play area as staff check all areas for hazards before children arrive each day.

The managers monitor children's progress well by using tracker sheets. They have identified improvements they can make with the paperwork they use to make it easier to see how children are progressing. They plan to introduce these new sheets, which they have taken delivery of, in the next parents' meetings so that parents are given a clear and accurate picture of their child's development. The manager and provider monitor staff performance through observations and staff appraisals. Whole team and individual training is then planned. For example, staff received training on how to enhance children's outdoor play and, as a result, have made this into a more welcoming environment which uses the

small space well. Actions have been taken to review recommendations raised at the last inspection, demonstrating a strong capacity for continuous improvement. The managers work with the local authority advisor to monitor various aspects of the nursery. They have reviewed their progress checks for two-year-old children following positive comments made by the advisor. Trips within the local area are used to enhance children's awareness of their environment and local community. For example, staff take children on trips to the library and local dentist which supports their topic work and children's general learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY311668
Local authority	Southwark
Inspection number	954475
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	33
Number of children on roll	34
Name of provider	Matvic Ventures Ltd
Date of previous inspection	24/06/2009
Telephone number	020 7277 5956

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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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