

# Magic Roundabout Nurseries Limited

35 Sutherland House, Sutherland Square, London, SE17 3EE

<b>Inspection date</b>	09/07/2014
Previous inspection date	29/01/2014

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

- Children enjoy strong relationships with staff. Therefore, they are keen to learn and rapidly grow in self-assurance.
- All children are confident in communicating with the staff and each other. As a result, children's vocabulary is developing in line with the expected developmental milestones.
- Staff are deployed well in order to keep the children safe.
- Leadership and management of the setting are good. Consistent systems are in place to monitor practice and ensure that children are able to progress well.

### It is not yet outstanding because

- Staff do not consistently provide resources in the garden to promote children's understanding of the wider world around them. As a result, they do not enhance opportunities to promote children's learning and development.
- Younger children's learning about information and communication technology is not fully supported at times as the resources do not always work properly.

## 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 and garden.
- The inspector spoke with the manager and staff at appropriate times throughout the observations.
  - The inspector looked at children's progress records, planning documents, the development plans and a selection of policies and procedures, and children's records.
- The inspector invited the manager to carry out a joint observation.

## Inspector

Rebecca Hurst

## Full report

### Information about the setting

Magic Roundabout Nursery registered in 2004. It is one of five private settings operated by Magic Roundabout Nurseries Limited. The nursery operates from a commercial building in the SE17 area of Southwark. Children are based in various play rooms within their age groups. All children have access to outdoor play areas. The nursery offers full-time and part-time care to children.

Opening hours are between 7.30am and 7pm and the nursery is open all year round, with the exception of public holidays. The after school club for older children is currently closed. The nursery employs a suitably qualified manager and 27 staff, 26 of whom hold relevant early years qualifications. There are three members of staff who hold Qualified Teacher Status.

The nursery is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are currently 89 children attending who are in the early years age group. The nursery provides funded early education for children aged three and four years. Staff care for children who learn English as an additional language, and those who have special educational needs and/or disabilities.

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

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

- develop the range of resources in the garden for children to enhance their knowledge and understanding of the world
  
- strengthen younger children's opportunities to use resources that increase their early awareness of information and communication technology.

### Inspection judgements

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

Staff provide good quality teaching which helps the children to make good progress in all areas of learning and development. Staff are skilled in asking the children meaningful questions to get them to think about what is happening as they play and to enhance their language development. All staff are competent in English, but they also use their home languages to help children learning English as an additional language to learn new words. This further enhances the children's language development.

Staff effectively plan activities which enable children to progress well in their learning and

development. They complete a detailed written assessment, which clearly highlights the next steps needed in learning for each child. They then use the assessments successfully to inform the planning of activities that help children to make good progress. Planning is carried out on an individual basis, which includes children's interests, next steps of learning and information from the parents. Parents regularly share with the staff what children have been doing at home and this is fed into the planning. In addition, this means that parents' contributions are recognised and valued as a key part of children's learning from the start. The quality of teaching has improved since the last inspection and means that children are now making better progress in their learning and development.

Staff create a safe learning environment where children can play, learn and develop well. Learning is promoted well because staff provide a good range of activities both indoors and outside in the garden areas. This effectively supports children, as activities are interesting and individualised to meet specific learning needs. Overall, children receive good preparation for the next step in their learning.

Older children enjoy learning about phonics. Staff teach them how to form written letters, for example, they use the ground outside to draw letters and sound out the letters they have drawn. This teaches the children how to form and write letters, and discover the sounds they make. The children also thoroughly enjoy drawing around each other. Staff teach the children new ways to move which enhances their physical development. They also ask them where they think certain body parts, such as their eyes and noses, are on their bodies. This teaches the children about themselves and their bodies.

Staff teach children about the natural world, for example, as children show great interest in a real crab. Staff sit with the children, and they talk about the crab and where it comes from. Staff ask the children questions to encourage them to think about their home experiences, for example, asking if they have eaten crab before. Children respond well and give examples of the types of fish they have eaten. This allows the children to think about what they do at home and to talk about their experiences with the staff. This promotes the children's language development well. Staff show the children the crab's eyes and ask where they think the mouth might be. However, they do not fully extend opportunities for children to look more closely at these areas, for example, by providing magnifying resources. As a result, they do not maximise children's interests and learning during some activities.

Younger children enjoy playing with musical instruments. Staff sit with them and model how to make the different sounds. Children smile and giggle as they play them. Staff praise the children well which promotes their self-esteem. However, when children want to play with programmable resources, they are not always able to because the batteries do not work. This reduces opportunities to fully promote the children's early awareness of information and communication technology.

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

Children are happy and settled across the nursery. They have secure bonds with all staff, which builds their self-esteem and their confidence. Younger children enjoy snuggling into staff when they become tired or need some reassurance during play. Staff encourage the younger children to practise their emerging skills, such as starting to walk, by holding their hands, and offering plenty of praise and cuddles. Children smile and show how proud they are of their achievements. This builds the children's self-esteem and their confidence in trying new experiences.

Children with special educational needs and/or disabilities are making clear progress in relation to their initial skills and abilities when they first started. Staff are inclusive and work closely with other agencies caring for the children in order to meet the children's needs. They attend regular team around the children meetings, alongside the parents, to discuss the progress children are making towards the targets that have been set for them. Staff work closely with the parents to set achievable targets for the children through their individual educational plans. All staff are clear on these targets and work with the children in order to achieve these, through the good use of the planning. Children are now able to play alongside others and stay at activities for longer periods of time. When children first started at the nursery they were unable to do this. All staff are consistent in their approach to behaviour management. They teach children clear and concise boundaries which enable the children to learn right from wrong. Given the children's ages and stages of development, they all behave well.

Staff have effective measures to promote children's ongoing safety in the indoor and outdoor environments, as well as on outings. Risk assessments are in place, and these identify hazards and any action taken to minimise these. Staff complete fire drills with children on a regular basis, teaching them to be aware of what to do in the event of an emergency.

Staff use resources well to promote all areas of learning. All staff support children well when moving between base rooms according to the children's individual needs. This ensures children settle well, and can continue to make good progress in their learning and development. When children are nearing school age, staff work closely with teachers at the local schools to enable the children to settle into their new routines quickly. This also enables children to be ready for the next stage of learning.

Staff teach children about healthy lifestyles, for instance, by encouraging them to engage in daily exercise. Children have good opportunities to move between the indoor and outside play areas. Staff encourage them to use the large play equipment to enhance their physical development. Children are skilled in using the ladders to climb the large climbing frame. Staff stand close by to offer help and reassurance to younger children to learn their new climbing skills. Staff also effectively teach the children how to use the bikes. They sit on the bikes with the children to show them how to move the peddles with their feet. This further promotes the children's physical development.

Children need little reminding of the importance of hand washing. They are skilled in turning the taps on in the bathroom to wash their hands after messy activities and before they have snack. Staff help the younger children to identify when they need to wash their hands, for example, before meals. Children enjoy valuable social experiences when eating

together. The majority of children serve their own meals, which greatly supports their independence skills and physical development. 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 portion control and all children are developing high levels of control when serving their meals. Younger children receive support from staff to pour their own drinks and older children are able to do this by themselves. Staff sit and eat with the children to roll model how to use knife and forks. They also talk to them about the effect the vegetables have on their bodies. This further enhances children's understanding of their own health and well-being. Staff are also fully aware of the children's individual dietary requirements, which means they meet children's needs when preparing the meals.

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

The leadership and management of the setting are good. The manager and staff work together to make sure children are making good progress in their learning and development. They maintain documentation to a good standard and all records required for the safe and efficient management of the setting are readily available. There is a comprehensive range of written policies and procedures, including those to help staff report any sensitive issues about colleagues to management, notifying other agencies of concerns, and safeguarding children. Management regularly updates procedures to reflect changes in legislation and to clearly underpin staff practice.

All staff, with exception of one, have relevant early years qualifications. There is one member of staff awaiting confirmation to show that she has achieved Qualified Teacher Status. A further three members of staff hold Qualified Teacher Status. This shows in the quality of teaching in the nursery. Robust recruitment procedures are in place to check the suitability of all staff. The manager carries out competencies in English to make sure staff are able to write and communicate to a high level in English. Staff are deployed well around the setting to maintain ratios and to make sure the children are kept safe during play. Accident records are regularly completed and are sent off for review to head office. Management risk assesses potential hazards well and the provider makes changes to different areas of the nursery where necessary, for example, placing finger guards on doors, to keep the children safe.

Staff have regular supervisions, one-to-one meetings and appraisals, to assess their work and to look at further training opportunities. Staff attend regular training through the local authority and through in-house courses during inset days. These opportunities help to enhance practice and promote children's learning and welfare. The most recent training day taught the staff more about planning and observation. This has helped to enhance the practices already in place in the nursery.

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 and assess children's progress well. The manager and deputy monitor the children's progress files and planning to make sure that staff are carrying these out

effectively. They also identify staff training needs from these evaluations. For example, this is evident if staff require extra support to learn how to complete the tracking forms or to link children's learning to the planning. As a result, any weaknesses in practice are addressed and children make good progress in their learning. Staff clearly promote equal opportunities in the nursery. They take in to account the languages the children speak at home and enhance this within activities. This promotes the children's learning of English.

All staff have a strong understanding of child protection and how to safeguard the children in their care, including Local Safeguarding Children Board procedures. This helps them to meet all safeguarding requirements effectively. Risk assessments are in place for the premises and for all outings undertaken with the children. Staff supervise children well across all areas of the setting and when on outings, which further enhances children's safety. The manager carries out regular risk assessments to make sure the nursery is hygienically clean and works alongside pest control companies to keep the nursery hygienically clean for the children to play in safely. The manager also has full understanding of when to notify Riddor, for example when they have reportable illnesses in the nursery. She is also fully aware of when she needs to also contact Ofsted to report these concerns. This underpins her clear understanding of the welfare requirements.

Self-evaluation is strong and clearly shows the key strengths of the provision, and the areas that management is currently working on. Parents share their views on the nursery and the manager gathers children's opinions to help shape the service they provide. Parents attend regular parents' evenings to discuss the nursery and relevant issues, and practices, for example, changes to security on the entrance gates. As a result, the service is highly responsive to its users.

Staff work closely in partnership with parents to meet the children's needs. Parents regularly share with the staff what they have been doing with their children at home, which staff use to enhance the children's individual learning needs. Staff complete detailed developmental reviews on the children so parents can see the progress their children are making. This provides good continuity of care. Staff share children's files and current stages of development with staff at the schools that children are moving to. Staff also work closely with other agencies involved with the children. They attend regular meetings with them, sharing the children's progress and working together to set workable targets for them to work towards. This further enhances continuity of care for the children.

### **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>	EY287693
<b>Local authority</b>	Southwark
<b>Inspection number</b>	980824
<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>	105
<b>Number of children on roll</b>	89
<b>Name of provider</b>	Magic Roundabout Nurseries Limited
<b>Date of previous inspection</b>	29/01/2014
<b>Telephone number</b>	020 7277 3643

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

