

# Magic Moments Children's Day Nursery

23 Hewell Road, Barnt Green, Birmingham, West Midlands, B45 8NG

<b>Inspection date</b>	09/09/2014
Previous inspection date	10/03/2014

<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	2
The contribution of the early years provision to the well-being of children	4	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 in all areas of learning because teaching is good and staff plan stimulating activities, which interest them. The assessment and monitoring of children's progress is very effective and supports their development well.
- Parents are actively involved in children's learning, as staff encourage them to share detailed information about their needs and achievements and support their learning at home.
- Children are very well safeguarded in the nursery as staff have a good understanding of child protection. The premises are safe and very well resourced and effective risk assessments are completed that keep children safe at all times.
- Managers ensure there is continuous improvement in the provision through effective self-evaluation and good levels of motivation. This means that the drive to improve results in children enjoying good quality learning experiences.

### It is not yet outstanding because

- Staff do not always provide opportunities for new words to be introduced during practical activities to further enhance children's communication skills.
- Children are not always encouraged to understand mathematical language through using language that describes size, shape and position.

## 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 conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector held a meeting with the manager and owner of the nursery and spoke to staff and children at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector observed children's activities indoors and outdoors.

## Inspector

Susan Rogers

## Full report

### Information about the setting

Magic Moments Children's Day Nursery was registered in 2003 on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It is one of three settings in the same private ownership and operates from premises in Barnt Green, Birmingham. There are two enclosed areas available for outdoor play. The nursery serves the local area. The nursery opens Monday to Friday, all year round, with the exception of public holidays. Sessions are from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 92 children on roll, of whom 52 children are in the early years age group. It also operates a before and after school provision and a holiday play scheme. The nursery employs 17 members of staff, eight of whom are qualified to level 3 and two are qualified to level 2. The manager has an early years degree and holds Early Years Professional status. The owner of the nursery also holds Early Years Professional status. The nursery supports children, 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:

- strengthen opportunities for new words to be introduced during practical activities to further enhance children's communication skills
- extend children's understanding of mathematical language by using language that describes size, shape and position.

### Inspection judgements

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

Staff have a good understanding of how to promote children's learning and plan a range of interesting activities that meet their individual needs. As a result, children make good progress in their learning and development. Staff ensure that they obtain detailed information about children's development when they start and use this to plan activities that meet their individual needs. Observations are precise and accurate. Staff use electronic tablets to record children's achievements and activities. This means that staff reflect promptly on children's responses to activities by taking photographs and evaluating their responses and skills learned. Parents are actively included in their children's observations and assessments, which help them continue with their learning when they return home. Staff then use this to accurately track children's progress and plan for the next steps in their learning. Key persons keep parents informed on a daily basis of their children's development and particularly about the activities that they enjoy. Outings to the local area help children to understand the world around them. They collect leaves from the local park and use these in artwork as they explore and identify their properties.

Children have regular access to the outdoors where they enjoy imaginary play experiences. They are actively involved in planning their own learning as staff listen carefully to what they enjoy. Children's creative ideas are used effectively when planning outdoor activities. For example, children request that a decking is converted into a pirate ship. This provides a wealth of creative opportunities as they pretend to steer the ship and dig for treasure. Children look after tomato plants they have grown outdoors, which helps them to understand growth and change. They develop good listening skills as staff lead a lava lamp making activity. They watch and listen to instructions and help with pouring and measuring. Although, staff ask well-chosen questions that help children to think critically, they do not always extend children's knowledge of descriptive words by introducing these into conversations.

Children develop a good understanding of number and how to use this to make sense of their surroundings. For example, children identify letters on car registration plates and numbers on doors as they walk to and from the park. However, staff do not always use language that describes position to extend children's understanding of mathematical concepts when they complete practical activities. Children learn about people who help us when they visit the local railway station. They buy local produce from the shops in the village that they use, which promotes their confidence. This provides them with good skills as they move onto the next stage in their learning. Younger children enjoy exploring the outdoor areas where they learn how to problem solve using bricks and imaginary play equipment. They enjoy song and dance activities where they pretend to sleep and respond to the words of the song by jumping up and dancing and singing. This promotes children's communication skills and their sense of rhythm. Older children enjoy making musical sounds and rhythms with percussion instruments they listen carefully to different sounds and replicate these. Staff provide well considered support for children, who have special educational needs and/or disabilities. They liaise promptly with external agencies and plan activities that are carefully designed to meet children's individual needs, so that they make progress in all areas of development. Key persons keep parents informed on a daily basis of their children's development and particularly about the activities that they enjoy. This helps parents continue with their children's learning when they return home.

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

Children settle well because staff spend time with their parents discussing their individual needs. They put together a documented profile of this information and then ensure they refer to these records as children are settling in. This enables key persons to provide care that is sensitive to children's specific requirements. Staff conduct regular risk assessments that change to reflect the needs of the children and the activities they enjoy. Children, who transfer from one room into another room, are supported well by their key person. Warm and trusting relationships are in place and staff accompany children as they settle into their new room. Outings to the local park, shops and railway station are all carefully managed to ensure children are safe at all times. Children learn how to be aware of hazards around them through explanations from staff. They wear high visibility coats during outings and the high staff to child ratio ensures their safety. Staff monitor children's activities at all times, which further protects them. For example, older children

have free access to the outdoor areas where staff make sure that there is always a member of staff that supports their play both indoors and outside.

The premises are well resourced with a wide range of toys and equipment that is carefully selected to promote children's learning. Younger children's mobility skills are promoted well as they have indoor steps and a slide that provides good challenge and promotes their independence. Staff discuss children's sleep routines with their parents and ensure these are managed according to their individual needs. Children of all ages have many opportunities to use the outdoor areas. Staff organise adult-led activities, such as singing and stories outdoors, ensuring children benefit from fresh air and sunlight. Children enjoy using the sensory room where they explore and observe unusual patterns displayed on the walls. This relaxing area enables staff to support the needs of children, who have special educational needs and/or disabilities. Children behave well, they enjoy sharing their activities and older children have well-established friendships among those, who are in their group. They are gaining strong skills in their independence, such as being responsible for their own personal care, which prepares them well for their move into full-time school. Nutritious meals that are prepared in nursery and ensure that children are well informed about a healthy lifestyle.

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

Following the last inspection, the provider was issued with a welfare requirements notice and notice of action to improve. A monitoring visit to the provision was also carried out by Ofsted. The provider has made significant improvements. Children are well safeguarded as staff and managers have a clear understanding of procedures and how to respond if there are concerns regarding a child's welfare. They are also clear about what action to take if there are any concerns regarding a member of staff. The manager ensures that new staff understand the safeguarding procedures through thorough induction. Staff have attended safeguarding training and discuss and update their knowledge during staff appraisals and meetings. All staff have an updated Disclosure and Barring Service check in place. Staff suitability is established through effective referencing and a probationary period. Managers ensure that staff have the skills, experience and qualifications for their role through robust recruitment and appraisals. Staff's regular access to training and clear monitoring of the educational programme, ensures that they are skilled and their knowledge is regularly updated.

The staff group is committed towards constant improvement and regularly reflect on what they do. Through this, they strive to increase the opportunities for all the children, who attend. The recent introduction of computer assessment and recording enables staff to promptly update their records and enables managers to closely monitor the educational programme. Photographs and evaluative assessments are precise and clear and document children's recent activities, achievements and progress. As a result, staff communicate very well with parents and ensure they have regular and accurate updates of what their children enjoy in the nursery. Regular observations of staff by room leaders and managers ensure staff have opportunities to reflect on their strengths and weaknesses. These peer

observations are used during staff supervisions sessions to enable training to focus on the needs of staff and the children. Children, who have special educational needs and/or disabilities, are well supported as there is a designed member of staff that provides advice and expertise for children's key persons. This enables children to access the best help available and supports staff as they provide structured play plans for them. Staff meet regularly and combine their meetings with monitoring the educational provision and share recent training experiences. As a result, staff morale is high and they work together effectively as a team.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY340758
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	973214
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	92
<b>Name of provider</b>	Magic Moments Childcare Ltd
<b>Date of previous inspection</b>	10/03/2014
<b>Telephone number</b>	0121 445 6708

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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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