

Magic Roundabout Nurseries Limited

Binfield Road, Clapham, London, SW4 6TB



Inspection date

Previous inspection date

21 January 2015

20 January 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Managers do not have a robust overview of children's learning and development. They do not look to see if there are gaps in the learning of different groups of children.
- Staff do not plan for outside play to maximise opportunities for children's learning. Babies attending all day do not benefit from having access to fresh air during winter months.
- Staff working with younger children sometimes interrupt their learning to facilitate nursery routines. When this happens some children become upset.
- Young children do not have appropriate sized furniture to support their independence, safety and comfort. For example, children's feet do not reach the floor when they sit on chairs at the tables to eat their lunch.
- Not all staff provide opportunities to extend children's language. They do not give children time to think and respond to questions that are asked.

It has the following strengths

- Children in the pre-school are making good progress; they actively engage in exciting activities that focus on their interests.
- Babies enjoy warm attachments with their key person. They are happy and purposefully engage in a variety of experiences during indoor activities that support their curiosity and exploration.
- Children develop good personal hygiene routines. They confidently wash their hands before eating healthy meals and snacks and older children brush their teeth after lunch.

What the setting needs to do to improve further

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

- ensure that planning and assessment systems are effectively monitored so that managers have an overview of the achievement of all groups of children, and make sure that planning includes the provision for outdoor play for all children
- ensure that nursery routines do not impact on the enjoyment of younger children's opportunities to engage and sustain themselves in their play and learning.

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

- improve younger children's independence, safety and comfort by providing appropriately sized tables and chairs to support their learning
- improve staff confidence in their questioning techniques and ensure that children are given time to think and to respond to questions to extend their language skills.

Inspection activities

- The inspectors observed children's play in all rooms and outside in the garden.
- The inspectors spoke to staff and children at appropriate times during the inspection and held meetings with the manager and deputy.
- The inspectors carried out joint observations with the manager and deputy.
- The inspectors spoke to a number of parents and took account of their views.
- The inspectors looked at children's records, planning documentation, evidence of suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Siobhan O'Callaghan and Wendy Ratcliff

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children participate in a variety of activities to promote their learning and development. They have competent self-care skills as they help to set tables and serve their own food at mealtimes. Pre-school children enjoy topics around pirates. They dig in the sand and corn flour to find buried treasure using a range of tools. In the hall, they balance on the stepping stones and use oars to row the boat as they use their imaginations to find where 'X' marks the spot. These activities support children's confidence to become active learners alongside supporting their physical development. Older children are establishing skills to support their move to school as they are able to concentrate and persevere in learning experiences. However, teaching across the nursery is variable, which results in younger children not always experiencing good language extension and at times their learning is interrupted to accommodate nursery routines. Children are unhappy when they are taken away from a story to have their nappy changed. This practice does not support their self-esteem or motivation to learn. Planning and one-to-one support for children with special educational needs and/or disabilities is secure. Planning for outdoors is weak. Managers do not monitor or track the progress made by different groups or ages of children across the areas of learning. Therefore, they do not know if there are gaps in learning that need to be addressed to support the robust progression of all children.

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

Children are cared for in a secure, clean and welcoming environment. They eat healthy and nutritious meals and have good provision to rest during the day. Overall, children enjoy positive relationships as staff teach them how to work cooperatively and be considerate to others. Children's emotional well-being is supported by the secure key-person system. All children benefit from ample space and a broad range of good quality resources. However, furniture for the younger children is too large and does not support their comfort, safety or independence. In addition babies do not benefit from outdoor experiences in the winter.

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

Managers have a clear overview of the requirements of the Early Years Foundation Stage and the strengths and weaknesses in the setting. They have addressed actions from the last inspection and continue to develop self-evaluation procedures. The nursery works positively with parents and outside professionals to support children. Safeguarding procedures are well understood by the staff team. Secure vetting and recruitment procedures ensure staff are suitable and qualified. Staff supervision and training support improvement. However, managers recognise that the quality of teaching is not yet consistent. Planning does not include activities outdoors for the different age groups. For example, children in the pre-school do not experience the same rich opportunities as they do inside and babies do not get access to fresh air in the winter months.

Setting details

Unique reference number	EY152688
Local authority	Lambeth
Inspection number	1003201
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	20 January 2014
Telephone number	020 7498 1194

Magic Roundabout Day Nursery and Out of School Club registered in May 2003. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 98 children on roll. 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 31 staff working with the children. Of these, the majority hold appropriate early years qualifications, including three staff with qualified teacher status and both the manager and deputy have degrees.

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