

Magic Moments Private Day Nursery

Main Road, Kempsey, WORCESTER, WR5 3LQ



Inspection date

Previous inspection date

24 June 2015

9 December 2008

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The provider, manager and staff have an excellent knowledge of each child's abilities and future learning needs as a result of their thorough assessments. They expertly plan rewarding activities that promote children's learning and outstanding progress.
- Children flourish and have a wonderful time in the extremely safe, secure, stimulating and well-resourced surroundings. Their learning is enhanced by opportunities to take part in many rewarding outings, walks and activities within the local community.
- Children are emotionally well prepared for their future learning. Staff adeptly promote children's confidence and sense of belonging at the nursery. Excellent links with several schools ensure children get to know their school's premises, staff and routines. Children regularly take part in activities at a local school and discuss photographs of the school.
- The highly motivated provider, manager and staff astutely analyse the impact of their practice on children's well-being and progress. They are very well qualified and constantly enhance their excellent knowledge and skills through a thorough programme of professional supervision and development. Their care and teaching are outstanding.
- Children are fully safeguarded by the extremely vigilant and knowledgeable provider, manager and staff. They promptly report any concerns about children's welfare. They work tirelessly with other agencies to support the families of vulnerable children and to help parents to manage their own and their children's safety and well-being.
- Exceptional partnerships with parents and other agencies ensure children's needs are thoroughly assessed, well planned for and consistently met. Parents are fully involved in discussing and planning for their children's care and learning. Staff and other professionals implement highly effective and targeted support for children with developmental delay or who do not speak English.

What the setting needs to do to improve further

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

- enhance children's already excellent use of information technology to enable them to carry out their own research to follow up their interests, observations and discoveries during activities and topics.

Inspection activities

- The inspector observed activities in the three play areas inside and in the outside play areas. She carried out two joint observations with the provider.
- The inspector spoke to members of staff and children at appropriate times. She held meetings with the provider and the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and from their written feedback to the provider.
- The inspector looked at and discussed the provider's improvement plan.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the nursery. She also looked at a range of other documentation, including policies and procedures.

Inspector

Rachel Wyatt

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Staff plan exciting activities, expertly drawing on their precise assessments of children's progress and the views of parents, other agencies and providers. Children's ideas are an integral part of staff's planning. They discuss what children have enjoyed and hope to achieve next. The provider and manager intend to enhance children's planning for their future learning by extending their use of information technology for research. Children often take photographs, create drawings and use pictorial checklists to record their discoveries. They are highly motivated, curious, expressive and imaginative learners who are ready for their next step in learning, such as school. Children have an excellent grounding in early mathematics and literacy. They eagerly take the lead in activities, for example, as they find and record mini-beasts or act out stories. All children relish exploring natural materials, such as soil, sand and water. Babies laugh and gurgle as they play with water and eagerly respond to the staff's chatting and singing of songs.

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

Children are very well cared for and conscientious staff expertly foster their understanding of health and safety. Children help staff to check the safety of the equipment and the play areas and they often discuss road, fire and water safety. Staff expertly foster children's awareness of good personal and dental hygiene and sun protection. Babies and children are very well nourished and relish frequent outdoor and physical play. They enjoy walks, music and movement sessions and physical education, and safely use a wide range of apparatus. Staff skilfully develop babies' and children's confidence and social skills, valuing and celebrating their efforts and achievements. Children are consistently encouraged to make choices and to be more independent. They are prepared for their future move to school as they manage their own personal care and can dress and serve themselves. Babies and children behave very well and thoroughly enjoy each other's company. Children are kind, helpful and assist with the preparations at mealtimes.

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

The provider, manager and staff are passionate about their work with children. They are extremely dedicated and successful in offering children and families an excellent service that meets their needs. Robust recruitment, staff performance and training procedures ensure everyone is suitable and has considerable knowledge and expertise. The provider, manager and staff astutely check the nursery's provision and procedures, adeptly involving parents and children so improvements genuinely reflect their ideas and suggestions. This includes rigorous monitoring of children's progress, resulting in prompt identification of gaps in individual or groups of children's learning or in the educational programme. The provider, manager and staff adeptly tackle weaknesses through well-targeted action plans, resulting in sustained improvements. For example, children's engagement, exploration and imaginations have been enhanced by changes to the layout of activities and presentation of resources, including incorporating children's ideas for a special garden.

Setting details

Unique reference number	EY314535
Local authority	Worcestershire
Inspection number	849028
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	92
Name of provider	Sharron Joanne Chapman
Date of previous inspection	9 December 2008
Telephone number	01905 828157

Magic Moments Private Day Nursery was registered in 2005. The nursery employs 15 members of childcare staff, including the provider. Of these, 14 hold appropriate early years qualifications at levels 2, 3 or above. One member of staff has Qualified Teacher Status. The nursery opens from Monday to Friday, all year round, except for bank holidays, a week at Christmas and a week at Easter. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. Support is provided for children with special educational needs and/or disabilities and for children who speak English as an additional language. There are close links with a local school and a children's centre.

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