

# Magical Moments

5a Godfrey Road, SALFORD, M6 7QP



## Inspection date

26 November 2015

Previous inspection date

26 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Leadership and management are strong. Staff have worked hard since the last inspection to raise standards and the manager regularly identifies areas for further development. Staff are enthusiastic and proactive in supporting positive change. They welcome the views of parents and consistently evaluate their service to identify key priorities for change.
- Staff have a good understanding of the Early Years Foundation Stage. The quality of teaching and learning is good. Staff plan a range of activities which provides a variety of learning experiences. Children make good progress from their starting points. Disabled children and those with special educational needs are supported well.
- Children have formed positive attachments to staff and often invite them to join in their play. An effective key-person system is in place and staff are positive role models. Children listen carefully to their requests and behaviour is good.
- Partnerships with other professionals are in place. This enables children's individual needs to be effectively met. Children are supported well through times of change and as they prepare for the next stage in their learning.

### It is not yet outstanding because:

- Information gained from parents on entry is mainly based on care needs and does not consistently gather detailed information about children's starting points, in order to better inform assessment processes.
- Early writing and mark making can sometimes be too reliant on printed worksheets and does not always support children's independence as they start to distinguish and learn about the different marks they make.

## What the setting needs to do to improve further

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

- develop ways in which information is consistently gained from parents on entry about children's individual developmental stage
- explore further ways to enhance independent early writing and mark-making skills for children.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with children, parents, staff, the management team and a local authority advisor throughout the inspection and took account of their views.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals.
- The inspector completed a joint observation with the manager to assess the quality of teaching.
- The inspector held a meeting with the management team. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability and qualifications of staff working in the nursery.

### Inspector

Elisia Lee

## Inspection findings

### Effectiveness of the leadership and management is good

Staff are experienced and well qualified in early years practice. The staff have been extremely proactive in ensuring all actions from the previous inspection have been addressed. For example, systems for assessment have been developed, performance management arrangements have been reviewed and planning has been enhanced to offer appropriate challenge for children. Management has identified key priorities for the future which will support consistent improvement. The arrangements for safeguarding are effective. Written risk assessments and daily safety checks are completed to ensure the environment is safe for children. The management team track children's progress and monitor their development. This means that any gaps in children's learning can be identified and appropriately addressed. Effective partnerships are in place with other professionals and children are well prepared for the next stage in their learning.

### Quality of teaching, learning and assessment is good

Staff regularly observe children as they play, in order to identify their developmental stage. Staff plan activities which provide a range of learning opportunities to support children achieve their next steps. Children's communication and language are well promoted by staff. Some of the ways staff support communication is through providing a running commentary for younger children and posing questions to older children. Staff play alongside children and encourage them to use resources in different ways, supporting their thinking skills. Children are active learners and explore the environment and resources with enthusiasm. The quality of teaching is strong and children are making good progress as they prepare for their future move on to school. Staff have, overall, effective partnerships with parents. Children's individual learning needs are effectively supported.

### Personal development, behaviour and welfare are good

The staff team provides a welcoming environment. The nursery cares for children predominantly in one large room. This means children of all ages play alongside each other and learn from one another. Older children support younger ones, and all are settled and happy. There are positive interactions between children and staff and children's emotional well-being is nurtured. For example, children enjoy quiet time where they listen to staff reading familiar stories as they prepare for sleep. Staff support children to make choices and build their independence skills. They help children learn about the local community and the wider world. Meaningful partnerships are in place with local schools. Information about children's developmental stage is shared through documentation and meetings with teachers. Children are supported well as they move on to school.

### Outcomes for children are good

All children make good progress in their learning and development, including disabled children and those who have special educational needs. Effective teaching is in place and children are supported to gain the key skills they need for their future learning and the move on to school.

## Setting details

<b>Unique reference number</b>	EY436225
<b>Local authority</b>	Salford
<b>Inspection number</b>	1021407
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	25
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Magical Moments Limited
<b>Date of previous inspection</b>	26 June 2015
<b>Telephone number</b>	01617455006

Magical Moments was registered in 2004 and re-registered as a limited company in 2011. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for three- and four-year-old children. The nursery supports disabled children and those with special educational needs.

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