

# Magic Roundabout Nurseries Limited

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



<b>Inspection date</b>	15 January 2016
Previous inspection date	20 January 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- Children are placed at risk because staff do not have a secure knowledge and understanding of child protection procedures. Staff fail to follow safety procedures and do not maintain accurate records of attendance.
- Although checks are completed on all staff, the recruitment procedures are not sufficiently robust to clearly demonstrate whether staff are suitable to work with children. Additionally, arrangements to check the ongoing suitability of staff are weak.
- The quality of teaching is variable. Activities lack challenge for the older children. Children do not engage in purposeful play to support their learning.
- Leaders and managers do not have effective systems in place to monitor and develop staff practice. They fail to identify weaknesses in teaching, particularly in the pre-school room.

### It has the following strengths

- Younger children's learning is supported well. Their emotional needs are met and they have secure attachments with staff.
- Staff establish close partnerships with parents who are well informed about their children's care and learning. Parents feel the nursery has a positive impact on their children's speech and language development.

## What the setting needs to do to improve further

### The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure all staff have a clear understanding of how to rigorously implement the safeguarding policy and procedures so children are effectively safeguarded</li> </ul>	03/02/2016
<ul style="list-style-type: none"> <li>■ implement robust recruitment procedures to demonstrate staff suitability to work with children and ensure secure arrangements are in place to monitor the ongoing suitability of staff</li> </ul>	03/02/2016
<ul style="list-style-type: none"> <li>■ implement effective procedures to protect children's safety with particular regard to ensuring that children are unable to leave playrooms unsupervised</li> </ul>	03/02/2016
<ul style="list-style-type: none"> <li>■ ensure an accurate daily record of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person is in place.</li> </ul>	03/02/2016

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ implement robust systems to monitor the quality of teaching to improve outcomes for children</li> </ul>	24/02/2016
<ul style="list-style-type: none"> <li>■ ensure the quality of teaching is consistently strong so all children receive high quality learning experiences that help them to achieve successfully across all areas of learning.</li> </ul>	24/02/2016

## **Inspection activities**

- The inspector observed activities in both the indoor and the outdoor play areas.
- The inspector spoke with staff and children at appropriate times during the day and held discussions with members of the leadership and management team.
- The inspector completed a joint observation with the manager.
- The inspector spoke with parents during the inspection.
- The inspector sampled a range of documentation, including records of children's learning and evidence of staff suitability.

### **Inspector**

Laura Brewer

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

The arrangements for safeguarding are not effective. Although staff have attended safeguarding training, they do not have a clear understanding of appropriate procedures to protect children; this compromises their safety and welfare. This breach of requirements was also identified at the last inspection. This shows that leaders do not demonstrate the capacity to make required improvements. Children's and staff attendance records are not accurately maintained. On the day of inspection there were more children present than those recorded and staff did not have a clear overview of the numbers of children they were caring for. This puts children at risk in the event of an emergency situation. Although the staff team are well qualified, some practices within the pre-school room do not consistently support children's learning and development. These weaknesses have not been identified by managers and there is a lack of regular staff supervision to address areas of concern.

### **Quality of teaching, learning and assessment requires improvement**

There is variability in the quality of teaching between older and younger children. During busy times of the day, older children do not consistently engage in challenging activities. Quieter children are not fully supported to become involved and are left for extended periods of time with minimum interaction from staff. Children confidently write their names during a planned writing activity. However, staff are not encouraging children to use writing for a variety of purposes at other times. Boys in particular, are not actively encouraged to explore resources to promote their writing and mathematical skills. The development of the outdoor play area successfully provides children with an interesting learning environment. Children have opportunities to learn about growing and planting. They participate in role play in the fruit and vegetable shop. Children are keen to explore using shredded paper. They enjoy watching what happens as they release handfuls of paper into the air. Younger children are supported well and enjoy the space that is available to them. They show confidence as they explore filling containers at the water tray. Staff develop children's language and communication skills whilst experimenting with glitter. Babies enjoy sharing books with staff who offer a nurturing environment for them. There are systems in place across the nursery to track individual children's progress which, are generally working well. They enable staff to focus on children's interests and identify their next steps for learning.

### **Personal development, behaviour and welfare are inadequate**

Children's safety is compromised because staff show a lack of vigilance regarding safety issues. For example, when a playroom door is left open a child leaves the room and enters the hallway and this goes unnoticed by staff. There is a lack of robust record keeping to keep children safe. Children are provided with healthy meals and snacks and the emotional and physical needs of the younger children are met well. Children are greeted warmly by staff and young babies snuggle up close to adults when they require comfort. The emotional needs of the older children are supported less well. Some children seek reassurance from staff but their needs are not always recognised. Younger children are supported to learn about playing safely and taking turns. However, the lack of challenge

and positive interaction in the pre-school room impacts on the older children's behaviour as they become restless. The nursery has secure systems in place to work with other agencies to plan for children's individual needs including those with additional needs.

### **Outcomes for children require improvement**

Children are supported in their transitions between nursery rooms. Assessment shows children are making steady progress. They gain some of the skills they need in readiness for school. The variability in the quality of teaching in the pre-school room limits children's opportunities to develop these skills further.

## Setting details

<b>Unique reference number</b>	EY287693
<b>Local authority</b>	Southwark
<b>Inspection number</b>	1033045
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	105
<b>Number of children on roll</b>	77
<b>Name of provider</b>	Magic Roundabout Nurseries Limited
<b>Date of previous inspection</b>	20 January 2015
<b>Telephone number</b>	020 7277 3643

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 and is open each weekday from 7.30am to 7pm all year except bank holidays. The nursery receives funding for the provision of free early education for two, three and four year olds. There are currently 24 members of staff employed to work at the setting. All staff except one hold appropriate childcare qualifications and two staff have Qualified Teacher Status.

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