

# Magic Angels Nursery Ltd

Victor Street, Manningham, BRADFORD, West Yorkshire, BD9 4RA



## Inspection date

13 October 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The registered early years provider has failed to notify Ofsted of all individuals associated with the limited company to enable Ofsted to carry out suitability checks.
- Staff's knowledge of current safeguarding legislation is not up to date. In addition, staff do not have a secure knowledge of the procedure to follow if they have a concern about a senior member of the team.
- The provider cannot provide evidence of appropriate staff qualifications. This has an impact on the qualification ratios set out in the safeguarding and welfare requirements. In addition, the manager does not have documentation regarding the personal details of some staff.
- Staff do not complete assessments of what children already know and can do as promptly as possible when they first start and they do not involve parents sufficiently in the assessment process. Tracking of children's development is weak and additional funding is not used effectively to support those who require extra help.
- The manager cannot provide evidence to show how staff meet the requirement to complete a progress check for children aged between two and three years.
- Hygiene practices are not always effective as there are insufficient resources available for children to use to dry their hands.
- The manager does not always ensure that information relating to children's accidents in the nursery is stored in a safe and confidential manner.
- Supervision of staff is in its infancy and does not focus on enhancing the quality of teaching to a higher level.

### It has the following strengths

- Children behave well because staff implement consistent boundaries and routines.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	<b>Due Date</b>
■ ensure that information is provided to Ofsted so that the suitability of all individuals registered with the company can be checked	13/11/2016
■ ensure that all staff have an up-to-date knowledge of current safeguarding legislation and are aware of the procedure to follow if they have a concern about a senior member of the team	13/11/2016
■ ensure evidence of staff qualifications is available for inspection and staff are deployed effectively to meet qualification requirements and the needs of the children at all times	13/11/2016
■ ensure the name, home address and telephone number of all staff in regular contact with children are available for inspection	13/11/2016
■ establish children's level of achievement, interests and learning styles promptly on entry, in order to identify clear and accurate starting points for their future learning	13/01/2017
■ develop effective procedures to track children's development so that any weaknesses in their learning can be swiftly identified and addressed to promote their good progress, particularly those in receipt of early years pupil premium	13/01/2017
■ complete the progress check for all children between the age of two and three years and share this assessment with parents	13/01/2017
■ ensure that there is always adequate and suitable resources for children to dry their hands after using the toilet	13/11/2016
■ ensure all documentation regarding children is handled in a way that ensures confidentiality	13/11/2016
■ ensure that regular arrangements are in place for staff supervision to improve the overall quality of practice.	13/01/2017

## **Inspection activities**

- The inspector undertook a tour of the premises.
- The inspector observed children and staff during a range of activities in the indoor and outdoor areas.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector looked at relevant documentation, including planning, observations and assessment records. She also looked at a range of policies, evidence of the suitability of staff and first-aid qualifications.
- The inspector held discussions with the manager.

### **Inspector**

Amanda Forrest

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. Although the manager and staff have a suitable understanding of some child protection issues, they are unsure of the correct procedure to follow or where to find the relevant information if they have a concern about a colleague or a senior member of staff. In addition, the manager has not ensured that staff have a thoroughly up-to-date knowledge of current safeguarding legislation. Recruitment and vetting procedures are in place. However, information regarding all individuals related to the limited company is not known to Ofsted for suitability checks to be completed. This constitutes a breach in the requirements. Furthermore, on the day of inspection the manager could not provide any evidence of staff qualifications to support the correct qualification ratios. The manager keeps some staff details and discusses ongoing suitability with staff. However, she does not hold documentation of staff's home addresses and telephone numbers. Supervision and monitoring of staff's practice are not good enough to ensure weaknesses are identified or quickly addressed. The manager does not make sure that staff receive the mentoring, coaching and training they need, in order to raise the quality of teaching to a good standard. The manager does not ensure there are effective systems in place to evaluate the progress of children. This includes those who speak English as an additional language and those in receipt of additional funding. Children's individual registration details and records are stored effectively in the office. However, the system used to record accidents that occur in the nursery is not managed effectively and confidentiality is compromised. Self-evaluation is weak and has not supported the manager to address the weaknesses in practice.

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

Staff do not assess children's starting points or get sufficient information from parents about what their children already know and can do. This means they do not have a detailed overview from which to plan for children's next steps in learning. However, staff do know the children well and help them to follow their interests throughout the day. They recognise that children learn through play and, generally, support them appropriately so that they make some progress in their learning. Staff are aware of the requirement to complete the progress check for children between the age of two and three years. However, staff were unable to find evidence that these had been completed for children who had recently turned three in the nursery. Staff help children to develop the skills that they need to become independent learners. Children use their senses to explore paint and cornflour. They are fully engaged as they combine paint with pipettes and brushes, watching what happens as the paints mix. Children who speak English as an additional language learn new words. Staff get down to children's level and repeat words clearly and in children's home language.

### Personal development, behaviour and welfare are inadequate

Due to the weakness in leadership and management, children's welfare is compromised. Staff remind children of simple care practices and older children access the toilet independently. However, children are not provided with suitable and sufficient resources

to dry their hands. For example, children share a cotton towel after using the toilet, before eating snack and after completing messy play. This is shared between children and staff and is not routinely cleaned or washed after use. This means children are at risk of cross-contamination and infection. Children are generally well behaved. Staff provide children with opportunities to practise their physical skills. Children play with balls, run and use bikes in the outdoor area. Children receive praise and staff are attentive, offering cuddles when they are upset. This helps to support their emotional well-being.

### **Outcomes for children are inadequate**

Not all children are supported to make the progress that they are capable of, including those in receipt of early years pupil premium. Gaps in children's learning are not highlighted as the information gathered through assessment is not accurate or consistent. Children are not prepared well for what they need to learn next or for when the time comes to move on to school. However, children are starting to understand that information comes in a variety of forms. They develop mathematical skills as they count and explore numbers. Children are learning about their community during trips and the wider world through stories and celebrations of culture.

## Setting details

<b>Unique reference number</b>	EY493905
<b>Local authority</b>	Bradford
<b>Inspection number</b>	1030873
<b>Type of provision</b>	Sessional 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>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Magic Angels Nursery Ltd
<b>Registered person unique reference number</b>	RP907406
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07928 189 363

Magic Angels Nursery Limited was registered in 2015. The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and above. The setting opens during term time only. Sessions are from 9am until 12pm and 1pm until 4pm Monday to Friday. The setting provides funded early education for two-, three- and four-year-old children.

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.

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