

Magic Angels Nursery Ltd

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



Inspection date

7 March 2017

Previous inspection date

13 October 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Staff create an inviting, accessible and safe environment. They plan a good range of fun, interesting and challenging activities. This contributes to the good progress children make and their developing independence.
- Children are confident and happy and they build secure attachments with all staff. Effective settling-in programmes are tailored to each child's individual needs. There is close consultation with parents and professionals from other agencies.
- Staff complement general toys with an interesting range of natural media and materials. These ignite children's natural curiosity and investigative skills. Staff's enthusiasm motivates children and helps them to become successful and eager learners.
- Children are helped to develop essential early social skills by staff acting as good role models. Staff effectively support children's early communication skills.
- The provider and staff demonstrate a strong commitment to improvement, reflected in good self-evaluation, which parents are now being involved in. This clearly contributes to the good progress made since the last inspection.

It is not yet outstanding because:

- Staff do not maximise opportunities to develop children's early literacy and mathematical skills where they have a preference for outdoor learning.
- Staff's organisation of the daily routine does not always enable children to have uninterrupted time to play when they are engrossed in activities.

What the setting needs to do to improve further

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

- provide greater opportunities for children to develop early literacy and mathematical skills where they have a preference for outdoor learning
- improve children's opportunities to have uninterrupted time to play and achieve what they set out to do when deeply involved in activities.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery provider.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents and/or carers during the inspection and took account of their views.

Inspector

Rachel Ayo

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Displayed safeguarding information and training contributes to staff's secure knowledge of child protection issues. Stringent security ensures no unauthorised access. Staff's qualifications have a positive impact and those without a qualification are working towards this. Staff's practice is monitored daily by the provider who is also the manager. She has introduced written and video peer observations and purchased helpful early years literature. This is helping her to further develop the quality of teaching. The provider has been working very closely with the local authority to address weaknesses. Action plans are continually reviewed and updated, leading to significant improvement. New initiatives continue to be embedded, such as the new systems for monitoring children's progress, analysing data and providing early support. Consequently, achievement gaps are beginning to narrow.

Quality of teaching, learning and assessment is good

Staff plan well around children's interests, such as dinosaurs. For example, staff purchase magical dinosaur hatching eggs and real eggs. This has led to children learning about life cycles, eagerly waiting for chicks to hatch out of eggs in the incubator. Staff display a wide array of photographs to help children reflect on their experiences, supporting early communication skills. Staff and parents support children's learning together and home activity packs, for instance, strengthens parental involvement. Staff build on and extend children's learning well. They use good questioning as children plant broad beans and play imaginatively in the ice cream parlour dough activity. Children delight in experimenting with sensory media, such as cornflour, water and food colouring; they create patterns using pipettes and plastic syringes.

Personal development, behaviour and welfare are good

Children develop familiarity with staff before settling-in visits through play-and-stay sessions. This helps to foster their emotional well-being. Parents share what their children already like, are interested in and can do on entry, which further supports transitions. Staff greet families warmly in their home language and encourage children to find their picture to self-register. Where staff do not speak children's home language they obtain and display key words and build on language through favourite toys. Children have ample fresh air and exercise as they move freely between indoors and outdoors. This contributes successfully to their physical well-being, as does helping to buy healthy fruit and vegetables. Children behave well and staff positively celebrate children's achievements, for instance, via the Wow board. Staff swiftly mop up spillages, explaining to children about staying safe.

Outcomes for children are good

Children are progressing well and are developing skills that prepare them for moving on to pre-school and ultimately school. This includes children for whom the nursery receives additional funding and children who speak English as an additional language. Children enjoy themselves and show good focus. They build early friendships, happily sharing and taking turns and have good opportunities to learn about diversity.

Setting details

Unique reference number	EY493905
Local authority	Bradford
Inspection number	1076847
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	8
Name of registered person	Magic Angels Nursery Ltd
Registered person unique reference number	RP907406
Date of previous inspection	13 October 2016
Telephone number	07928 189 363

Magic Angels Nursery Ltd was registered in 2015. The setting employs three members of childcare staff. Of these, two hold appropriate early years qualifications; one is at level 3 and one is at level 5. The nursery opens Monday to Friday, during term time only. Sessions are from 9.30am to 12.30pm and from 1pm to 4pm, although these are flexible to allow children to attend all day. The setting provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language.

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