

Magic Steps Nursery

Trout Road, Yiewsley, West Drayton, Middlesex, UB7 7RN



Inspection date

29 June 2017

Previous inspection date

8 November 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 work very well with parents and other professionals to identify children's learning needs and the best ways to support individual children's development.
- Children are interested in the attractive, child-centred learning environment staff provide. They become engrossed in activities both independently and with the support of adults.
- Leaders and managers have an accurate view of the setting. They identify areas for improvement and take appropriate action to bring about positive change.
- There is an effective key person system in place. Staff have a detailed understanding of their key children. All children, including those who have special educational needs and/or disabilities, make good progress given their starting points and individual learning needs.
- Staff are skilful teachers of young children. They understand how to capture children's interest and use this skill effectively to introduce new ideas and concepts to children as they play.

It is not yet outstanding because:

- Staff one-to-one meetings with their manager do not always routinely cover the elements recommended in the early years foundation stage.
- The use of additional government funding, such as the early years pupil premium, is not monitored well enough to demonstrate its impact on children's progress.
- The progress of children who have special educational needs and/or disabilities can not be easily monitored using the current child development tracker.

What the setting needs to do to improve further

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

- review the format of staff appraisals with the owner and the manager so that they more closely reflect the areas to be covered as stated in the early years foundation stage
- review the child development tracker to take into account how the progress of children who have special educational needs and/or disabilities can be effectively monitored
- consider how the use of additional funding, such as the early years pupil premium, is monitored to demonstrate its impact on children's progress.

Inspection activities

- The inspector observed activities in three rooms of the nursery and the outdoor area.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the owner, manager and deputy manager of the nursery.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the nursery and a range of other documentation including policies and procedures.

Inspector

Joanne Mary Smith

Inspection findings

Effectiveness of the leadership and management is good

Leaders and managers have taken effective action to address the weaknesses identified at the last inspection. They worked closely with the local authority to access training in safeguarding for staff and the designated safeguarding lead. Staff have a good understanding of their role and responsibilities in relation to safeguarding children's welfare. This extends to having a good knowledge of indicators that children may be being exposed to extreme views. Staff training has a positive impact on the teaching and learning in the setting. Staff now observe and assess children accurately and plan effectively for individuals' needs, taking into account their interests and fascinations. Managers monitor children's progress and successfully identify trends and gaps in development. They take thoughtful action, at times using extra funding, for example, they created a sensory area to support children to develop communication skills.

Quality of teaching, learning and assessment is good

Staff provide children with play activities that closely match their learning needs. Children who are achieving above typical levels of development for their age are provided with extra challenge. This is carefully linked to their interests. Staff are skilful in how they challenge children to think and work things out. A staff member used a painting activity well to challenge children. She asked them to think about change and what happens if two colours are mixed or if glitter is added. She asked them to predict how many handprints would fit on a sheet of paper and extended this for more able children challenging them to think about if it would be different if they used a child's small hand instead of a big adult hand. This activity also provided good opportunities for children to use their well-developed language skills as they talked about the glitter shining like diamonds.

Personal development, behaviour and welfare are good

Children are cared for in a safe, attractive and well-maintained environment. Staff carefully attend to children's personal care needs, for example, wiping noses and making drinks freely available. The outdoor area is used well to support children's physical development. Children build with blocks, climb, dig and propel themselves in cars and on bicycles, all with control and care. Children behave well and are helped to understand the impact of their actions on others if they forget what is expected of them. Children who have difficulty in social situations or with communication are supported extremely well through targeted activities, such as the well-managed 'bucket time' activity.

Outcomes for children are good

Children across all age groups are developing positive attitudes to learning to support them in their future education. Babies are developing good communication skills. They use their voices to attract adult attention and make eye contact when they have 'conversations'. Older children's literacy skills are developing well. Some can write their own name, others are forming recognisable letter shapes and draw detailed pictures which they talk about. Toddlers have a developing understanding of routines and follow them well. They are also developing self help skills, such as putting on their own coats, through the positive support of staff.

Setting details

Unique reference number	EY452984
Local authority	Hillingdon
Inspection number	1082393
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	91
Number of children on roll	200
Name of registered person	M&M Associates (Trading) Ltd
Registered person unique reference number	RP531943
Date of previous inspection	8 November 2016
Telephone number	01895 435844

Magic Steps Nursery is owned by M&M Associates (Trading) Ltd. It operates from a converted, split level building over two floors. A lift is not available. The nursery is open each weekday from 7.30am to 6.30pm, with core hours being 8am to 6pm all year round. The nursery runs the Club Magic after school club. This is open from 3pm to 6.30pm during term time. A play scheme also runs during school holidays. The nursery receives funding for the provision of free early education for children aged two, three and four years. It supports children who speak English as an additional language and children with special education needs and/or disabilities. The nursery employs 30 staff including two chefs. Twenty six staff hold relevant childcare qualifications.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

