

Magic Roundabout Nurseries Ltd

141 Coronation Road, Southville, Bristol, BS3 1RE



Inspection date

10 August 2017

Previous inspection date

24 October 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Management does not monitor effectively who enters the nursery. At times, parents and visitors are able to enter the premises without management's knowledge, which puts children's welfare at risk.
- Not all staff receive good guidance to ensure continuity in older children's learning in the absence of their key person, to help them make consistently good progress. However, younger children make good progress from their starting points.
- The organisation of routines, time and the movement between activities leads older children to be inactive for long periods. For example, children become disinterested in tidying up and waiting to go outside. This leads to a deterioration in their behaviour.
- Occasionally, staff in the toddler room give little time for children to respond to questions in their explorative play to support their understanding even further.

It has the following strengths

- Staff take time to get to know babies and toddlers, and build strong partnerships with parents, so that they can meet their individual care needs efficiently. For example, they use home visits well to learn about children's routines, interests and starting points.
- Staff use their training well to help children develop good communication and language skills. For example, young children thoroughly enjoy lively song times and staff use good narrative to children's actions to support their understanding.
- Staff support children's emotional well-being well when they move to the next room in the nursery as part of their continued development.

What the setting needs to do to improve further

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

	Due Date
■ take prompt action to address identified risks to ensure that the premises are secure and prevent visitors and parents entering the nursery without the knowledge of management and staff	31/08/2017
■ provide effective guidance and support to all staff so that they meet older children's individual learning needs well	08/09/2017
■ improve the organisation of routines to ensure pre-school children are engaged in continuous learning and supported to follow staff's expectations for good behaviour.	08/09/2017

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

- provide toddlers with time to respond to questions to support their explorative play even further.

Inspection activities

- This inspection was prompted following Ofsted's risk assessment process. The inspectors observed staff interactions and discussed children's learning as children played inside and outside.
- The inspectors carried out two joint observations with the manager and discussed how she supports staff in their professional development.
- The inspectors spoke with the management team, staff and children at various times during the inspection.
- The inspectors considered the written views of parents.
- The inspectors sampled documentation, including children's assessment records, staff suitability checks and the nursery's self-evaluation.

Inspector

Rachael Williams

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager and staff understand their responsibility to report any child protection concerns. However, management has not taken prompt action to ensure that parents and visitors cannot enter the setting without the knowledge of management or staff, which puts children's welfare at risk. The management team has sound recruitment and vetting systems to ensure staff suitability. It provides good support for staff to develop their professional skills and completes observations of the quality of teaching, although identified weaknesses to staff practice in the pre-school room have not been addressed promptly to improve outcomes for children. Overall, the manager has a sound understanding of what the setting does well and what needs to be improved. This has led them to improve the learning environment. Staff have attended training and increased their skills to extend children's mathematical skills, following the last inspection.

Quality of teaching, learning and assessment requires improvement

The organisation of some routines leaves older children inactive for long periods. For example, children wait 40 minutes as they tidy, have sun cream applied and queue for outdoor play. Not all staff receive the support they need to ensure continuity in older children's learning, to engage them in purposeful play. This means some activities lack challenge and, at times, children do not benefit from stimulating and engaging activities. Staff observe well to plan activities that support younger children's interests and next steps. For example, they encourage babies' exploration and show how beads move and make noise. At times, staff do not give the toddlers time to respond to questions to develop their understanding further.

Personal development, behaviour and welfare require improvement

Children show respect for each other and generally behave well. However, when older children become disinterested in activities, they do not follow staff's expectations and their behaviour deteriorates. Activities do not consistently encourage older children to be active learners. Safety issues relating to the security of the premises do not fully support children's safety. Young children form strong bonds with their key person and receive generous praise for their achievements. Staff show children respect and follow good hygiene practices, for example, when changing nappies.

Outcomes for children require improvement

Older children do not always make the progress of which they are capable due to the inconsistencies in their learning. For example, long periods of waiting lead to a deterioration in their behaviour and a lack of engagement in their learning. Children explore confidently. For example, they show curiosity, predicting what will happen to sugar cubes in the water. Older children use language well as they investigate the weight of balloons and different ways to pop them.

Setting details

Unique reference number	107009
Local authority	Bristol City
Inspection number	1110431
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	108
Number of children on roll	58
Name of registered person	Magic Roundabout Nurseries Ltd
Registered person unique reference number	RP907127
Date of previous inspection	24 October 2016
Telephone number	0117 963 9800

Magic Roundabout Nurseries Limited registered in 2001. The nursery is located in Southville, Bristol. The nursery opens Monday to Friday, from 7.30am until 7pm, for 51 weeks of the year. The nursery employs a manager who has an early years qualification at level 6. She is supported by 17 members of staff. Of these, five hold qualified teacher status, nine hold early years qualifications at level 3, and two hold early years qualifications at level 2. The nursery receives funding for the provision of free early education for children aged three and four years.

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

