

# Magic Roundabout Nurseries Ltd

Roberts Hall, 161 Wadham Road, London, E17 4HU



**Inspection date** 26 September 2017  
Previous inspection date 26 May 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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:

- There are inconsistencies in the assessment of children's progress. Some staff do not complete assessments accurately enough to identify children's stage of development or recognise when there are gaps in their learning. This lack of accurate information means that staff are not always able to plan effectively for children's good progress.
- Children do not have enough opportunities to practise and build on their physical skills.

### It has the following strengths

- The key-person system is implemented effectively and works well in supporting children to form strong attachments to staff and to settle well into nursery life.
- Parents express that they are satisfied with their children's care and progress. They say they feel fully involved in their children's learning.
- There are some suitable arrangements in place to support children with special educational need and/or disabilities. Staff follow the guidance from other professionals to support children to achieve their individual targets.
- The manager is currently working with the local authority to implement a training programme to support staff to improve their knowledge and skills.

## 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>
■ improve assessment so that staff always gain an accurate understanding of where children are in their development and use this information to plan activities that support them to make good progress	10/11/2017
■ improve the programme for physical development, so that children have good opportunities to practise and develop their physical skills.	10/11/2017

### Inspection activities

- The inspector observed the quality of teaching as staff engaged in activities with children.
- The inspector spoke to parents and engaged with children to gain their views about the setting.
- The inspector spoke to staff about their roles and responsibilities and understanding of safeguarding.
- The inspector carried out a joint observation with the manager and discussed the quality of teaching.
- The inspector looked at a sample of documentation.

### Inspector

Samantha Smith

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. There are robust systems for checking the suitability of staff. They are appropriately trained to understand the nursery's safeguarding policies. Staff are aware of who the designated person for safeguarding is within the nursery and understand how to make a referral if they have a concern about a child. New staff receive good levels of support to settle into the nursery and become familiar with the policies and procedures. The systems for monitoring children's progress are not rigorous enough to swiftly identify and address gaps in their learning. As a result, not all children are consistently making good progress from their starting points. The manager is just beginning to use some self-evaluation techniques to help her raise standards of teaching.

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

Although staff are well qualified for their roles, the quality of teaching is variable. Staff understand that children learn through play and they regularly observe them to highlight their achievements. However, their assessments of children's progress are not always accurate and they are not consistently planning as effectively as possible for children's future learning. As a result, the activities they organise are not always matched as well as possible to individual children's learning needs. That said, staff do join in positively with children's play and children clearly have strong attachments to them. In spite of the weaknesses in assessment and planning, children enjoy their time at nursery.

### **Personal development, behaviour and welfare require improvement**

Children enjoy free-flow play between the indoor and outdoor learning environments and enjoy using a range of stimulating resources. They are able to make choices about their play and help themselves to equipment. However, because not all staff have a highly accurate picture of children's current abilities or what they need to learn next, not all children are supported well enough to develop their physical skills. That said, children do have regular opportunities to play outdoors in the fresh air. Children's behaviour is managed well. Staff set a good example for children to follow and actively teach them right from wrong. Partnerships with parents help staff to meet children's care needs effectively. They share good relationships from the outset, using home visits to help staff and families get to know each other.

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

Babies show curiosity when exploring various materials and resources. Young children show an interest in books as they select these independently and also enjoy listening to staff read. Older children demonstrate basic counting skills as they play. For example, when playing in the garden, children can be heard counting to ten. However, the lack of challenge in physical play and weaknesses in assessment processes mean that teaching is not always as effective as possible and children are not fully supported to make the best possible progress. That said, they are steadily gaining skills that prepare them for their eventual move on to school and are mostly working within the expected range for their age.

## Setting details

<b>Unique reference number</b>	156213
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	1089807
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	100
<b>Number of children on roll</b>	81
<b>Name of registered person</b>	Magic Roundabout Nurseries Ltd
<b>Registered person unique reference number</b>	RP907127
<b>Date of previous inspection</b>	26 May 2015
<b>Telephone number</b>	0208 523 5551

Magic Roundabout Day Nursery registered in 1994. The nursery opens each weekday between 7.30am and 7pm for 51 weeks of the year. The nursery is in receipt of funded early education for children aged two, three and four years. A total of 18 staff are employed to work with the children. Six members of staff hold qualified teacher status or an early years degree and the majority of all other staff hold appropriate early years qualifications.

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