

Magic Years Nursery

217 Barking Road, London, E16 4HH



Inspection date

Previous inspection date

9 October 2017

25 May 2017

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Inadequate	4
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 management team and staff do not ensure that children whose first language is not English receive appropriate support to help them develop the communication and language skills they need for future learning, including starting school.
- The key-person system is ineffective. Some staff do not have an accurate knowledge of the capabilities of their key children to enable them to plan and meet their learning and developmental needs.
- Arrangements for induction and the supervision of staff's practice are weak. Some new staff are not inducted properly on their roles and responsibilities to ensure they have an up-to-date knowledge of current practice. In addition, there are significant variations in staff's teaching.
- The manager and staff do not make effective use of observations and assessments to identify gaps in children's learning and to help them make sufficient progress. Planned activities do not meet the needs of all children. This was a recommendation raised at the last inspection and it has still not been addressed.
- Self-evaluation does not identify all areas to improve and breaches of requirements.

It has the following strengths

- Staff promote good hygiene routines. For example, they ensure all areas are clean and encourage children to wash their hands regularly.
- The learning areas are organised well. Babies have a lot of space to move around and explore their surroundings with confidence.

What the setting needs to do to improve further

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

	Due Date
■ ensure effective arrangements are in place to support children who speak English as an additional language to make better progress in their communication and language development	09/11/2017
■ ensure that the key-person system is effective to help meet children's individual care and learning needs	09/11/2017
■ establish an effective system for the induction and supervision of staff, which provides appropriate coaching and training, to improve their knowledge, understanding and practice, and raise the quality of teaching to consistently good levels	09/11/2017
■ make accurate assessments of children's progress to quickly identify gaps in their learning and plan relevant activities to help close the learning gaps.	09/11/2017

Inspection activities

- The inspector observed all play areas and staff's interactions with children and assessed the impact these have on children's learning.
- The inspector carried out a joint observation with the manager and held discussions about children's play.
- The inspector spoke to members of staff at appropriate times throughout the inspection.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector looked at documentation, including staff's suitability checks, qualifications and a selection of policies and procedures.

Inspector

Josephine Afful

Inspection findings

Effectiveness of the leadership and management is inadequate

The provider has not taken necessary steps to raise standards in the setting, particularly regarding the quality of teaching and outcomes for children. She has not ensured that individual groups of children, including those who speak English as an additional language, receive the right support they need to make progress in their learning. However, a new manager has been appointed since June. She has addressed some of the actions raised at the last inspection and is beginning to identify other areas to improve. However, the arrangements for induction, supervision and training of staff are ineffective and do not address gaps in staff's knowledge and raise the quality of teaching to consistently good levels. In addition, some weaknesses in planning and assessments have not been addressed to help close the gaps in children's learning. Self-evaluation is not effective enough to identify and address weaknesses in practice. Safeguarding is effective. Staff carry out regular risk assessments to help ensure children's safety. The manager and staff know what action to take should they have any concerns about children's welfare. The provider ensures that staff working with children are suitably qualified and vetted appropriately.

Quality of teaching, learning and assessment is inadequate

Some staff working with children do not have a secure understanding of the way children learn and they disrupt children's play, at times. For example, on the day of the inspection, they asked children who were already engaged in a rhyme session to leave and wash their hands and come back to the activity while snack was being prepared. Some children lost interest in the activity and started to misbehave. Staff then had to deal with the unwanted behaviour and left the rest of the children to sit in silence. Assessment and planning are inconsistent. Not all staff have sufficient understanding of what children can already do and what they need support with, to plan for the next steps in their learning. They concentrate on teaching two-year-olds, who have limited language, the sounds that letters represent, without ensuring that these children engage in relevant activities to help them make better progress in their communication and language development.

Personal development, behaviour and welfare are inadequate

The key-person system is not effective. Some staff do not obtain relevant information from parents when their children start to help them plan for their learning needs. Some parents are unaware of their children's key person and how they are supporting their learning in the nursery. Staff have recently been on a behaviour management training course to help them manage children's behaviour positively. However, this has had no impact on the way children behave. Some children easily become bored, disruptive and throw things as they are not challenged enough. Children have daily access to outdoor play and healthy meals to help support their physical well-being.

Outcomes for children are inadequate

Weaknesses in teaching and assessment have a negative impact on the progress children make. Children do not become independent learners as most activities are adult led and do not give children the opportunity to follow their interests and test their ideas. Not all

children are well prepared for the next stage in their learning or consistently motivated to learn. For example, some children tend to occupy themselves rather than actively learning. Children who speak English as an additional language do not make sufficient progress for their move on to school, particularly in communication and language development.

Setting details

Unique reference number	EY500153
Local authority	Newham
Inspection number	1100566
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	90
Number of children on roll	42
Name of registered person	Magic Years Nursery Ltd
Registered person unique reference number	RP906452
Date of previous inspection	25 May 2017
Telephone number	020 71007070

Magic Years Nursery registered in 2016. The nursery is situated in Canning Town, in the London Borough of Newham. The nursery opens Monday to Friday from 8am to 6pm, for 51 weeks of the year. The nursery employs 13 members of staff. Of these, 10 hold appropriate qualifications at level 2 and above.

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