

# Magic Roundabout Nurseries Ltd

35 Sutherland House, Sutherland Square, London SE17 3EE



<b>Inspection date</b>	15 January 2019
Previous inspection date	14 July 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager is highly committed to achieving the best possible outcomes for children. She has a thorough understanding of the statutory requirements and ensures that staff regularly update their first-aid and child protection knowledge and skills. She works closely with the wider management team to help drive improvement across the setting.
- The quality of teaching is strong. Staff ensure that children have access to a wide variety of indoor and outdoor learning opportunities. They promote children's understanding of healthy living well. For example, children are given regular opportunities for physical activity in the well-equipped playground. They have fun as they chase balls and scramble up the climbing frame.
- Children make good progress from their starting points. They form secure bonds with staff and develop high levels of confidence. Children are well prepared for the next stage in their learning.
- Behaviour at the setting is excellent. Staff act as positive role models, supporting children to show high levels of courtesy and respect.
- The highly qualified staff team is deeply committed to the welfare of the children. Staff work in close partnership with a wide range of outside agencies when planning and providing the individual support some children need.
- The relationships with parents are strong. Established systems are now in place to enable parents to feed back regularly. This information is used effectively to support children's progress.
- Although the tracking system is used effectively to meet the needs of individual children, more detailed cohort tracking is yet to be fully established.
- At times, parts of the daily routines at the setting interrupt children's play and exploration. Therefore, children may not be fully supported to pursue their independent learning activities.

## What the setting needs to do to improve further

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

- further develop the use of tracking data to look at differences between groups of children, and use this information to provide even greater support in order to ensure every child progresses to the highest possible level from their starting points
- ensure that existing plans to increase opportunities for independent play and exploration, for example through implementing a rolling snack time, are fully embedded across the setting.

### Inspection activities

- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact this has on children's learning and development.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents through verbal and written feedback.
- The inspector checked evidence in relation to the suitability of staff, the recruitment process and staff training records. The inspector looked at a selection of policies and discussed the safeguarding procedures to check how children are kept safe.
- The inspector carried out a joint observation of an activity with the deputy manager.

**Inspector**  
Katie Smith

## Inspection findings

### Effectiveness of leadership and management is good

Effective self-evaluation and commitment to continuous improvement have enabled the setting to build on the good-quality service it offers to families. The management team works effectively to plan and implement changes, for example installing a telephone in every classroom so staff can communicate easily across this large setting. The manager focuses sharply on training and professional development. Staff are well supported through clear systems of appraisal and supervision. New staff members are thoroughly inducted and supported to achieve their early years qualifications. As a result, the staff team is highly qualified and long-serving. Safeguarding is effective. Robust reviews of staff training ensure that their knowledge is kept up to date.

### Quality of teaching, learning and assessment is good

Children become absorbed as they develop their mathematical skills by counting shapes in the sand or as they practise their ball skills with a specialist teacher. Older children demonstrate high levels of concentration as they investigate different fruits and learn about healthy eating. They show confidence to explore and take risks by chopping and tasting different foods. The strong communication skills they develop as they describe what they experience help to prepare them for school. Partnerships with parents are strengthened by effective feedback systems. Staff gather information to support a robust observation and assessment system. As a result, next steps for learning are clearly identified and children make good progress. Parents are kept well informed of their child's progress through termly reviews. A system of focused professional development supports staff to review their practice and further enhance their teaching skills.

### Personal development, behaviour and welfare are outstanding

Children settle extremely quickly and enthusiastically to activities and share the resources. The atmosphere is calm and ordered and behaviour is exemplary. Staff are warm and highly sensitive to the children's needs. They support children's growing independence by showing them how to walk down the steps safely and how to cut up their snack. Older children show exceptional care and consideration for younger children as they play together outdoors. Staff support children's health and well-being particularly well by ensuring that all children exercise regularly. Healthy eating is promoted as children use real fruit and vegetables during play and enjoy balanced snacks and meals. Staff work extremely closely with parents to continue to support children's physical and emotional welfare at home. For example, parents have the opportunity to attend first-aid and sleep workshops.

### Outcomes for children are good

Children explore a wide variety of activities that challenge and engage them. Highly effective use of information gathered from parents helps new children to establish secure attachments and settle very quickly. As a result, children make progress from the earliest opportunity. Staff are highly attuned to the needs of their children and know exactly when to move their learning on. Children listen well in small groups and communicate effectively. They develop key skills needed for school.

## Setting details

<b>Unique reference number</b>	EY287693
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10065932
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	105
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Magic Roundabout Nurseries Ltd
<b>Registered person unique reference number</b>	RP907127
<b>Date of previous inspection</b>	14 July 2016
<b>Telephone number</b>	020 7277 3643

Magic Roundabout Nurseries Ltd registered in 2004. It is one of five private settings operated by Magic Roundabout Nurseries Limited. The nursery operates from a commercial building and is open each weekday from 7.30am to 7.30pm all year round, except for bank holidays. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently 22 members of staff employed to work at the setting. Of these, 19 work with the children and they all hold appropriate childcare qualifications, including one who has qualified teacher status.

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