

# Inspection of Magic Years Nursery

217 Barking Road, London E16 4HH

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Inspection date: 26 May 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## What is it like to attend this early years setting?

### The provision is good

Children are safe and happy. They enjoy participating in the wide range of interesting learning opportunities. Children are proud of their nursery and confidently show visitors their favourite displays and activities. They have strong bonds with staff and are quick to approach them if they need reassurance or comfort. Staff know children well and talk knowledgeably about what they can do and what they need to learn next.

Leaders have high expectations of every child, including those with additional needs. They ensure that staff support each child's individual needs well. Children speak a rich variety of languages. Staff support children well by communicating with them in their home language where appropriate and supporting them to learn English.

Children confidently engage in activities. During circle time in the pre-school room, children enthusiastically participate and sing a welcome song. Staff communicate well as a team. They are attentive to the needs of the children and model behaviour expectations through their own positive interactions with children and colleagues. During the COVID-19 (coronavirus) pandemic, leaders kept in touch with parents to support their children's continuous learning and progress.

## What does the early years setting do well and what does it need to do better?

- Leaders are clear in what they want children to achieve through the communication and language curriculum. In the toddler room, children start making connections between actions and associated words. For example, during play dough activities staff encourage children to use words, such as 'push, press' and 'pull'. This helps children build vocabulary.
- Staff support children to become independent and carry out responsibilities themselves. In the pre-school room, children serve themselves food and drink at meal times. They pass dishes around the table to each other. They learn to take turns and show consideration for each other as they share. Children take great pride in clearing their dishes away. This helps children to learn to take care of themselves, others and the environment around them.
- Children develop their physical skills well. They ride bicycles and jump between soft blocks in the garden, having fun as they play. During activities, children learn to develop their fine motor skills. They focus well on pushing, twisting and connecting small parts during various activities. These experiences enable children to develop valuable skills in readiness for starting school.
- The recently appointed manager has led improvement within the setting. Staff morale is high and the atmosphere is a positive one. Staff work collaboratively and communicate respectfully as a team. The manager has introduced effective

systems of supervision and training to support staff. Staff are offered training based on their needs and requests. This has led to improvement in the outcomes for children.

- Children with special educational needs and/or disabilities are supported well through partnership work with parents and others involved in children's care and learning. Staff use the sensory room to support children to regulate their emotions and feel calm and supported.
- Staff confidently explain the progress that their key children have made and what their next steps are. They then plan how to help them achieve these steps. This leads to children making good progress from their individual starting points.
- Parent partnerships are strong. Parents acknowledge the positive changes they have seen in the setting. Parents say that leaders and staff listen to any concerns and these are quickly addressed. They are very positive about how staff are always available to talk to them about what their child has been doing.
- Children build their confidence and self-esteem. Staff help them to understand acceptable behaviour because they explain what it is the child has done well. For example, 'well done for letting your friend have a turn'.
- There are occasions during the teaching of early reading and writing when some staff introduce concepts which can be confusing for the children.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have good knowledge of what to do if they have concerns regarding a child's well-being. They attend regular training to ensure their safeguarding knowledge is kept up to date. Important safeguarding information is clearly displayed in the setting for staff to access if necessary. The manager attends local authority safeguarding meetings, to ensure she is aware of any specific safeguarding issues in the local area. Leaders use effective systems to recruit staff and to ensure their ongoing suitability.

## **What does the setting need to do to improve?**

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

- support staff in how to develop children's early reading and writing skills consistently.

## Setting details

<b>Unique reference number</b>	EY500153
<b>Local authority</b>	Newham
<b>Inspection number</b>	10124115
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 5
<b>Total number of places</b>	96
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Magic Years Nursery Ltd
<b>Registered person unique reference number</b>	RP906452
<b>Telephone number</b>	020 71007070
<b>Date of previous inspection</b>	4 September 2019

## Information about this early years setting

Magic Years Nursery registered in 2016. The nursery opens Monday to Friday from 8am to 6pm, for 51 weeks of the year. The provider employs nine members of staff. Of these, seven hold appropriate qualifications, from level 2 to level 6.

## Information about this inspection

### Inspector

Jenny Gordon

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out joint observations of group activities with the manager.
- Documentation was reviewed and a discussion was held with the manager.
- The inspector observed the interactions between staff and children.
- Children spoke to the inspector about what they enjoy doing within the setting.
- The inspector had discussions with staff and parents and took their views into account.

We carried out this inspection 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.

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