

Inspection of The Magical Kingdom Nursery And Preschool

43 Church Street, Accrington BB5 2EN

Inspection date:

20 May 2021

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is compromised because the provider has not ensured that leaders understand their responsibilities to safeguard children and follow safeguarding procedures. Leaders have not fully considered the risks of allowing staff to use a mobile phone, with internet access, to take photographs of children. None-the-less, children feel happy and secure at this setting. They gleefully make presents for the staff and talk about 'all the fun things' that they do at nursery. Staff help children to feel prepared for the next steps in their development, including the transition to primary school. Children say that they feel 'ready' to go to school, but talk about how they will miss their favourite staff members.

The nursery has risen to meet the challenges posed by the COVID-19 (coronavirus) pandemic. For instance, parents no longer enter the setting in order to help protect children. However, they comment that they still feel 'supported' and 'involved'. They praise the staff for their effective communication skills. Younger children show impressive confidence. They explore their surroundings independently and clearly show staff what they would like to play with next. Older children are well stimulated as they engage with planned activities for extended periods of time. They excitedly adapt activities by introducing imaginative storylines, such as 'scary sharks' chasing the starfish they have just created.

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

- The provider has not ensured that the designated safeguarding lead is able to fulfil her responsibilities. This leaves children vulnerable. Staff undertake safeguarding training and have a good understanding of how to help protect children in their care. They recognise their safeguarding responsibilities and the correct procedures they must follow if they are worried about a child. For example, they know to take concerns to the safeguarding lead. However, the safeguarding lead does not know the correct procedures to follow should a concern be shared with her.
- Although the manager understands the possible risks of using devices such as mobile phones within the setting, she has failed to implement her policy on this matter. She allows staff to take photos and videos of children using a phone that has unfiltered access to the internet. This poses a serious risk to children. The manager is not always aware when the phone is connected to Wi-Fi and so cannot adequately supervise its use.
- Children generally settle quickly at this setting due to the care and attention of staff. Staff understand the emotional impact that the COVID-19 pandemic has had on some families. They feel passionate about helping children who may have had reduced social interactions to feel secure at nursery. However, some staff overlook children who are more confident and independent. At times, this

means some children are not given the same levels of attention as others.

- Staff have clear, ambitious goals for children. They are focused on adapting their curriculum to meet the individual needs of every child, including those with special educational needs and/or disabilities (SEND). This helps children to feel motivated to learn. They work hard to complete tasks, even when they do not initially succeed, showing great determination.
- Children behave very well. They thrive under the guidance of staff. For instance, staff praise children when they make good decisions. They encourage children to think about the difference between wrong and right. This is embedded. Children independently correct their own actions, without needing to be told by an adult. For example, children replace items of furniture if they accidentally knock them over. They tuck chairs under tables so that other children do not repeat their mistake.
- Parents value the manager and the staff. They feel supported. Parents comment that communication is a strength of the setting, especially when setting individual goals for children with SEND. The manager feels strongly that children are best supported by working with their entire families. This has resulted in strong, effective bonds between families and the setting.
- The manager is able to effectively evaluate the quality of education provided by staff. Although she has failed to identify breaches of safeguarding requirements, she readily recognises other strengths and areas for development within the nursery. She is proactive and resilient as she immediately considers strategies to improve upon practice and move forward.

Safeguarding

The arrangements for safeguarding are not effective.

The designated safeguarding lead has not been sufficiently supported to ensure she has an adequate knowledge to lead and guide staff in serious safeguarding situations. She does not know the correct procedures to follow should an allegation of abuse be made against a member of staff. She is unaware of her requirements to inform the relevant outside agencies of possible incidents of abuse. Furthermore, the manager has failed to implement the safeguarding policies and procedures effectively. For instance, a mobile phone used within the setting to take photos of children is not properly safeguarded and this leaves children vulnerable. The majority of staff have a good understanding of safeguarding procedures and can identify core signs and symptoms that may indicate that a child is being abused or neglected.

What does the setting need to do to improve?

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

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| | Due date |
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| ensure that the designated safeguarding lead has sufficient knowledge and understanding to fulfil the role and provide support, advice and guidance to staff | 01/06/2021 |
| ensure managers and staff understand and implement policies and procedures, in order to promote child protection and effective safeguarding. | 01/06/2021 |

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

- help staff to support the emotional and social development of the more-confident children who are settling in to the nursery.

Setting details

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| Unique reference number | EY550673 |
| Local authority | Lancashire |
| Inspection number | 10174352 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 57 |
| Number of children on roll | 48 |
| Name of registered person | The Magical Kingdom Nursery And Pre School Ltd |
| Registered person unique reference number | RP550672 |
| Telephone number | 07734883955 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The Magical Kingdom Nursery And Preschool registered in 2017. It is based in Accrington town centre and operates Monday to Friday all year round from 7.30am to 6pm, except for bank holidays and one week at Christmas. The nursery manager holds an appropriate level 7 qualification. There are eight members of staff, all of whom hold appropriate qualifications ranging from level 2 to level 7. This nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shauneen Wainwright

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Discussions were held with staff to assess their safeguarding knowledge, as well as their understanding of the curriculum they deliver.
- Various leadership and management discussions were held between the inspector and the manager throughout the day. The inspector also looked at relevant paperwork, such as safer recruitment checks and paediatric first-aid certificates.
- The inspector spent time in all rooms within the nursery, observing and evaluating practice, speaking to children about their experiences, and partaking in a joint observation of practice alongside the manager.
- During a learning walk, the manager and the inspector discussed the curriculum and its impact on children's development.

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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