

# Inspection of Magic Angels Nursery Ltd

Victor Street, Manningham, Bradford, West Yorkshire BD9 4RA

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Inspection date: 17 May 2022

<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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children thrive at this exciting and welcoming setting. They develop high levels of confidence and are independent learners. Children show that they thoroughly enjoy their time at pre-school. This is evident through their eagerness to start their day. Children form strong friendships with one another. They learn to respect others and share and take turns. Children behave well and staff support children to begin to understand and regulate their own feelings and emotions.

Children make new discoveries in their play. For instance, they discover a snail in the outside area. Staff support this interest and offer high levels of enthusiasm. They ask well-timed questions and encourage children to use their imagination. Children think about what the snail might like to eat. Some children suggest feeding the snail chocolate while others find grass to add inside of the tub with the snail. They use magnifying glasses to look at the patterns on the snail's shell. Children benefit from an ambitious curriculum that helps them to prepare well for future learning. They develop good communication and language skills. Children laugh as they record each other talking using electronic devices. They learn how to press buttons to listen to the recordings being played back to them.

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

- Staff are excellent role models and, in some instances, teaching is outstanding. Children learn about the lifecycle of a butterfly. They are provided with real experiences to observe caterpillars in cocoons. Children recall learning about butterflies not being visible outside at the moment due to the cold weather. Staff are nurturing and caring in their approach. They talk to children about handling insects carefully. Children learn to take care of other living things, including helping to feed the setting's pet fish.
- Children develop good hand-to-eye coordination. They carefully use scissors when cutting real flowers, then fill pots with compost and place their flower inside. Staff build on children's learning and talk to them about how compost is formed. Children show high levels of self-esteem. They proudly show off their work and smile as staff shower them with praise and encouragement.
- Children's mathematical development is skilfully woven throughout all aspects of their play. Children develop excellent number recognition. They count as they build towers and use calculators to pretend to add up. Children are introduced to a range of mathematical vocabulary, including size, volume and length. For instance, children make comparisons about different sizes of caterpillars they create using play dough.
- Children show an interest in creative activities. However, they do not have access to enough role play games and activities to help extend their imagination and imitate real-life experiences.

- Staff provide parents with high levels of support. They can speak additional languages and can communicate effectively with parents whose first language is not English. Parents provide consistent praise for staff. They compliment staff on the partnership working with other professionals to support their children's individual needs. The manager and staff share regular information with parents, including observations and assessments of children's learning. This helps to continue children's learning at home.
- The manager is highly experienced and shows excellent leadership. She provides regular supervision sessions and support for the dedicated and well-qualified staff team. Staff meetings are held at the end of every session to review children's learning and to evaluate the day. This helps staff to identify and address any necessary actions. Staff show excellent support for one another. Less-experienced staff and trainees show eagerness and equal passion for their role.
- Children, on occasions, do not have enough space to move freely during physical activities, including ball games and moving around on wheeled toys. That said, the manager has a strong awareness of the evaluation of the setting and has started to implement changes that she intends to build on children's experiences. For instance, she is in the process of introducing a soft-play space where children can build on their skills and have more opportunities to balance and climb.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a thorough understanding of safeguarding procedures. There is a clear safeguarding policy in place. This includes the steps to follow in the event of an allegation against staff. Staff have a good understanding of the possible indicators of abuse and how to identify any signs that children and families may be exposed to extreme views or behaviours. The manager ensures all staff receive in-depth safeguarding training and are aware of their roles and responsibilities. This includes ensuring that the setting remains safe and secure for children.

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

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

- extend ways for children to build on their good physical skills and ensure there is space for children to move freely, particularly when using wheeled toys or participating in ball games
- enhance children's creative skills to support their interest in role-play activities and help them to reflect their home life during play.

## Setting details

<b>Unique reference number</b>	EY493905
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10230961
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Magic Angels Nursery Ltd
<b>Registered person unique reference number</b>	RP907406
<b>Telephone number</b>	07928 189 363
<b>Date of previous inspection</b>	7 March 2017

## Information about this early years setting

Magic Angels Nursery Ltd registered in 2015. The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications; two at level 3 and one at level 5. The nursery opens Monday to Friday during term time only. Sessions are from 9.30am to 12.30pm and from 1pm to 4pm, although these are flexible to allow children to attend all day. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Emma Allison

## 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.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the registered individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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