

Inspection of Magic Garden Private Day Nursery and Pre-school

437 Street Lane, Moortown, Leeds, West Yorkshire LS17 6HQ

Inspection date: 29 March 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's care and learning needs are not met. They are not always well supervised. This is particularly relevant to children in the pre-school room. Staff do not notice when children have toileting accidents. This means that some children are left in wet and soiled clothing. This does not help to promote their emotional well-being. Children do not benefit from a key-person system that helps them to feel safe and secure. This is evident when they change activities throughout the day. Young children are left waiting for up to 20 minutes with their coats on ready to go outside to play. Older children become bored and show challenging behaviours. Other children become upset and ask to go home.

Although the new manager understands what it is that she wants children to learn, this is not yet firmly put into practice. Children are not provided with challenge to build on what they know and can already do. This means that they are easily distracted from play.

Children are physically active in their play. They climb on large outdoor equipment, run, jump and balance. Babies learn to crawl and toddle over appropriate indoor equipment. Children are provided with healthy choices during mealtimes and suitably supported to follow a healthy lifestyle.

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

- Staff work at reduced capacity. Although supervision sessions are in place, some staff are not supported to fulfil their roles. The senior leadership team has recognised staff shortages, yet does not provide consistent cover staff to help support their well-being. This means that children's needs are not always met. Cover staff are unclear about their roles and responsibilities, including the structure of the daily routine. This adds additional pressures to existing staff. Furthermore, there is no named deputy in place to support and take charge in the absence of the nursery manager.
- Children sit for long periods during large-group times. Staff talk to individual children and ask them to choose a friend, to show them items they have brought in from home. However, not all children can hear or are included in this. Therefore, children quickly lose interest and move away from conversations. Staff working with young children show them flash cards and ask repeated questions, such as 'what is it?' or 'what colour is it?' Due to the large number of children sitting in the group activity, some cannot see what the staff member is doing. This means that some learning is lost.
- Staff do not support children to regulate their emotions and consider the impact of their feelings and behaviours on others. They tell children, including young children, to say 'sorry' before walking away.

- The special educational needs coordinator is very new to her role. She is currently undertaking training and is aware of her responsibilities. These include working with parents and other professionals to provide further support to children, helping them to manage the routine of the setting.
- Parents provide mixed reviews about the quality of care and learning that their children receive at the setting. They are aware of the complaints process. Parents know who their child's key person is. The manager provides parents with regular newsletters. Parents have access to an online learning platform where staff share assessments and photographs of their children at the setting. However, some parents feel that due to the high staff turnover, their children do not receive the quality care and learning they once did. Parental concerns are not addressed in a timely manner.
- Older children sit and listen to familiar stories. Staff talk to them about the different characters in the book. Children look for sticks in the garden to create their own character from their favourite story. This helps to foster their interest in books.
- Children engage in mark-making activities that help to develop their literacy skills. Older children use flowers and dip them in paint, creating patterns on paper. Young children trace their fingertips through foam and sand. Staff talk to children about the various marks they can see.

Safeguarding

The arrangements for safeguarding are not effective.

Due to the impact of reduced staff capacity, children's welfare is not safely managed. For instance, when staff attend to routine tasks and care practices, children are left with visitors and parents. This means that, at times, children are not adequately supervised. Staff demonstrate an understanding of the possible indicators of abuse. They understand their responsibility to report any concerns about children's safety and staff's practice. There is a safeguarding policy in place which includes the safe use of mobile phones and cameras in the setting. The manager understands her responsibility as the lead person for safeguarding and how to refer concerns to the relevant agencies.

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:

	Due date
ensure staff are vigilant and supervise children well, particularly where children require support using the toilet and changing areas	27/04/2022

improve key-person arrangements and support children when they change activities throughout the day, including helping children to prepare for outdoor play	27/04/2022
implement a curriculum that provides children with appropriate challenge, builds on previous learning and helps them to maintain their engagement in play	27/04/2022
ensure a deputy manager is in place who is capable of taking charge in the absence of the manager, and of organising a team of staff who understand their roles and responsibilities	27/04/2022
improve partnership working with parents to ensure that all children receive good-quality care and that all concerns are addressed in a timely manner.	27/04/2022

Setting details

Unique reference number	510087
Local authority	Leeds
Inspection number	10231607
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	75
Number of children on roll	90
Name of registered person	Primley Park Children's Nurseries Limited
Registered person unique reference number	RP905371
Telephone number	0113 2688221
Date of previous inspection	11 September 2018

Information about this early years setting

Magic Garden Private Day Nursery and Pre-school registered in 1995 and is situated in Moortown, Leeds. The nursery employs 18 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery 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.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- 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 told the inspector about their friends and what they like to do when they are at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the manager.
- 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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