

Inspection of Magical Moments Day Care

C/o St Giles Children's Centre, Lamb Gardens, LINCOLN LN2 4EG

Inspection date: 15 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 are happy to arrive at this welcoming nursery and show that they feel safe and secure. They give parents a wave and smile to say goodbye and are greeted by warm and friendly staff. Children in the baby room show excitement to explore when they splash in water, laughing with their peers. Children in the pre-school room explore nature when they go with staff into woodland areas. They work as a team to collect sticks and use them to make pretend fairy houses. Children who speak English as an additional language are supported to have a sense of belonging in the nursery. For example, they hear staff using English and words in their home language.

Children in the pre-school room benefit from staff's support to extend their imagination. For instance, they receive 'magic glitter' in their hands and are told that this gives them the ability to ride on a flying carpet. Children develop a love of books and are encouraged to take part in the story telling. For example, they stretch their arms and pretend to snore when they listen to a story about sleeping. In the baby room, children are encouraged to have a positive attitude to solving problems. For example, they help staff to fit a broken roof on a toy building and receive praise for their help, promoting positive behaviour.

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

- The manager and staff focus their curriculum on supporting children's communication and language skills. This is to help close gaps in some children's learning due to the COVID-19 pandemic. Staff attend training courses that help to extend their knowledge of how to provide communication friendly spaces for children. This includes offering children toys that encourage them to talk about favourite characters in familiar stories. Staff in the baby room sing nursery rhymes with children during group times.
- The manager and staff reflect on the experiences children receive in the nursery. They make changes to improve outcomes for children. For example, staff in the baby room recognise that children want to climb, so they provide them with a soft play climbing equipment. Children develop the strength in their bodies when they climb steps and go down slides.
- Children with special educational needs and/or disabilities are supported well by staff. Additional funding is used to provide them with one-to-one interactions with staff to meet their individual needs. Plans are put in place to help children progress, such as to develop their interactions with others.
- Staff share information with parents about their children's care and learning. Parents talk positively about staff and say that they provide a nice atmosphere, are friendly and are interested in the children. They say that their children love to attend and they have a smile on their face when they arrive.

- Staff provide opportunities for children to build on the experiences they receive at home. For example, they take children in the pre-school room to a local community garden. Children have opportunities to plant and grow seeds and to learn how food grows. However, when staff take children who do not walk outdoors, there are limited opportunities to support their learning. They watch their peers and use gestures that suggests they want to join their play.
- Staff encourage all children to share. For example, in the baby room, children are asked to pass toys to their peers. Children in the pre-school room are asked to wait their turn to ride on tricycles in the garden. Children are given gentle reminders to use good manners, such as when they ask for more potato at lunch time.
- The manager and staff support children's oral health well. For instance, they provide parents with information about how to access local dentists for their children. When children first start attending, they receive a toothbrush and toothpaste to encourage teeth cleaning at home.
- Staff provide games for children to play to help develop their listening skills. Children listen to the sounds of different animals, birds and insects, and match the sounds they hear to images they see. However, occasionally staff do not minimise distractions for children who join adult-led activities. This would help children to remain focused.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff maintain a safe and secure environment for children to play. There are plenty of staff who have completed paediatric first-aid training. They are allocated appropriately around the nursery to enable a child's minor medical incident to be dealt with quickly. The cook and staff gather information about children's dietary requirements. This helps them to provide appropriate snacks and meals to promote their good health. The manager and staff understand their responsibilities to safeguard children. They know how to identify the signs of abuse and where to report any concerns they have regarding children's safety.

What does the setting need to do to improve?

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

- support staff to plan further opportunities for children who do not walk, to follow their interests and to develop their learning outdoors
- help staff to minimise distractions during adult-led activities to encourage children to focus.

Setting details

Unique reference number	EY370711
Local authority	Lincolnshire
Inspection number	10264215
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 9
Total number of places	49
Number of children on roll	61
Name of registered person	Magical Moments Day Care Committee
Registered person unique reference number	RP517294
Telephone number	07902915122
Date of previous inspection	8 June 2017

Information about this early years setting

Magical Moments Day Care registered in 2008. It is situated in the grounds of St Giles Children's Centre, Lincoln, Lincolnshire and is independently run from the centre. The nursery employs 12 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, two at level 6 and the manager has early years professional status. The nursery opens from Monday to Friday, all year round, apart from two weeks at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the provider has 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 manager and the inspector completed a learning walk together of all areas of the nursery and discussed how she implements the curriculum.
- The inspector observed the quality of education during activities, both indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views of the nursery 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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