

Inspection of Magic Roundabout Nurseries Ltd

Docklands Branch, 2 Lawn House Close, London E14 9YQ

Inspection date: 28 March 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

All children are happy and content. They enjoy the busy and calm environment, supported by the staff. Families are greeted by friendly staff at the door. Parents benefit from relaxed, flexible arrangements for dropping off their children at the setting. For example, some parents come to the nursery for a short time to play before drop off if they wish. This allows families to feel supported and children to feel safe and secure. Children display good levels of independence throughout the setting. For example, there are 'stations' for nose-blowing, with a mirror and tissues so children can independently develop self-care skills. Babies are encouraged to feed themselves with the support of staff.

Children become involved in a variety of interesting and engaging activities. Babies are supported by adults to develop their physical skills with opportunities to cruise around the different equipment. For example, there is a mirror with a bar designed for cruising. Toddlers show high levels of engagement as they have the opportunity to explore and mix different materials in the role play kitchen. Older children maintain good focus and concentration as they develop their own learning through their environment. They engage in sand play and have the opportunities to develop their own ideas and thinking as they change and adapt the sand play to their own interests. They turn the sandpit into a desert island by working together and adding different resources to the sand. Older children have a good understanding of teamwork, talk confidently and use a good range of vocabulary.

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

- Children have good opportunities to build on their large and fine motor skills, both indoors and outdoors. Staff encourage babies to practise different movements, such as using climbing equipment. Toddlers take age-appropriate risks, for example building a tall wall connected with foam. Older children competently explore the larger balancing equipment outdoors. In addition, staff build on children's understanding of oral hygiene as children brush their teeth after lunchtime.
- Staff encourage children through positive praise and have passed this positivity down to the children, as the older children praise their peers constantly. All staff promote independence for children and are good role models. Older children have multiple opportunities to develop their independence, such as when handwashing. They can choose to access different rooms and have opportunities to develop their own learning. Staff value children and treat them as individuals, allowing children to become confident in themselves and their learning.
- The older children's environment is stimulating and they can help themselves to resources, promoting their developing love of learning. However, the provision and learning experiences for children aged under two years do not enable them

to develop their independence skills and initiate their own learning as well.

- Leaders have clear intentions for the setting and plan accordingly, making good use of outside resources. For example, all children experience going to a coffee shop and explore a boat in the dock. Leaders encourage their staff to be good role models through role modelling themselves. Staff are encouraged to keep their training up to date and are well supported through meetings and having a good relationship with their leaders.
- Staff engage in the children's learning. They get down to the children's level and have some key quality interactions which build on the children's learning and development. However, staff in the room for children aged under two years do not ensure that the intended curriculum for communication and language is fully effective, as support for babies' emerging language is not consistently good.
- Children with special educational needs and/or disabilities (SEND) or those who need extra help in some areas of learning are supported well. The staff are quick to ensure children and families get the support they need. Parents' meetings with staff ensure that parents feel up to date about their children's learning and development. Good communication means that parents are able to build consistency for children by ensuring they are focusing on the same learning intentions at the setting and at home. Staff have been trained to identify children who may need extra support and use outside specialist agencies, such as the local authority, well to support them. The special educational needs coordinator (SENCo) has received specialised training. Staff follow the implemented training, meaning the children get the help they need and make good progress.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the signs and symptoms of different types of abuse, such as physical abuse and neglect. Staff have a good understanding of the procedures in place if any concerns arise. Staff have good knowledge of female genital mutilation and the 'Prevent' duty. They understand their responsibilities to keep children safe. The staff ensure the environments are safe for children through risk assessments before and after the children leave. Staff training is kept up to date and relevant. Leadership and management ensure safer recruitment for their team with thorough checks in place.

What does the setting need to do to improve?

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

- develop staff's understanding of how to implement the curriculum intent for communication and language for children aged under two years
- review and improve the organisation of the learning experiences of children

aged under two years to help them choose their own play and build on their interests.

Setting details

Unique reference number	EY221045
Local authority	Tower Hamlets
Inspection number	10263723
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	63
Number of children on roll	71
Name of registered person	Magic Roundabout Nurseries Ltd
Registered person unique reference number	RP907127
Telephone number	02030697314
Date of previous inspection	10 May 2017

Information about this early years setting

Magic Roundabout Nurseries Ltd registered in 2004. The nursery is open weekdays from 8am to 6pm all year round. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 13 members of staff, including management and a chef. Of these, nine hold early years qualifications from level 2 to level 6.

Information about this inspection

Inspector

Tania Poulton

Inspection activities

- This was the first routine inspection the nursery 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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to or communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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