

# Inspection of Magical Moments

5a Godfrey Road, SALFORD M6 7QP

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Inspection date: 30 January 2024

<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 and parents are greeted warmly by staff. They begin their day with group registration time. During this time, staff support children to get to know each other. They help children to learn and understand the rules and routines. Babies beam with smiling faces as they interact with the supportive and nurturing staff. Staff use key parts of the day, such as care routines, to form relationships with children through loving interactions. This helps children to feel safe and secure in their environment and form strong attachments.

Staff are good role models for children and support them to learn new skills. For example, staff show children how to use chopsticks to pick up noodles. This helps children to develop their small-muscle skills. Staff provide engaging activities, which helps children to develop a positive attitude to learning. Children display good levels of concentration. Staff speak to children in their home languages, alongside English. They also find out key words that are important to them. This supports children to develop their sense of self and learn English.

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

- The experienced and skilled manager has worked with staff to develop a clear vision of what it is they want children to learn. She has also worked with parents to seek information about children's starting points. The manager shares this information with staff so they can plan learning opportunities to help all children make good progress.
- An established key-person system helps children form secure attachments. Children seek to engage with staff in the rooms. They enjoy cuddling and sharing their play, which promotes children's personal development. Staff engage with children well. They provide the care and attention that supports children's feelings and sense of belonging. This helps to promote their emotional well-being.
- Leaders and staff have formed good relationships with families. Parents are updated about what their children have been doing at the nursery. However, systems to support children's development at home are not as effective. This means that children do not consistently benefit from continuity in their care and learning.
- Staff know children well. They have a good understanding of where children are up to in their development. They carefully plan for each child's development based on their individual needs. However, during some activities, staff do not consistently take account of children's next steps in learning. As a result, children's learning is not always fully extended.
- Children with special educational needs and/or disabilities are well supported. Staff work closely with a range of external professionals, sharing strategies to

support the learning needs of children. The special educational needs coordinator is experienced and acts quickly to ensure appropriate support is in place. As a result, all children are making good progress.

- Staff help children develop a love of books from an early age. For example, they offer children a diverse collection of stories to take home to share with their families. Toddlers sit on staff members' laps and they look at books together. Older children sit in small groups to listen to staff reading stories. Books are easily accessible for children to choose freely. These activities support children's early literacy skills.
- Children behave well. For example, they play collaboratively as they try to keep a large parachute up in the air. They cheer everyone on as they coordinate their movements and raise the parachute higher or lower it to the ground. Children hold hands and dance to the music. This helps to boost children's self-confidence and creativity.
- Children's physical development is promoted well. They confidently ride around the outdoor area on tricycles and balance bicycles. Staff encourage children to think for themselves and solve problems. For example, children work together to mend their den and find ways to successfully attach the poles to the canopy. This also helps to develop children's muscle movements and thinking skills.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- extend further the information-sharing with parents to help involve all parents in their children's continued learning at home
- strengthen staff's ability to adapt the curriculum so that all children's prior learning is extended during play, helping them make even more progress.

## Setting details

<b>Unique reference number</b>	EY436225
<b>Local authority</b>	Salford
<b>Inspection number</b>	10317191
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Magical Moments Limited
<b>Registered person unique reference number</b>	RP531079
<b>Telephone number</b>	01617455006
<b>Date of previous inspection</b>	29 May 2018

## Information about this early years setting

Magical Moments registered in 2004 and is located in Salford, Manchester. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 8am to 5.55pm. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Suzy Marsh

## 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 their children to learn.
- Children spoke with 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 manager and senior leaders about the leadership and management of the setting.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the nursery with the inspector.
- 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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