

# Inspection of Magic Moments at Barnt Green

23 Hewell Road, Barnt Green, Birmingham, West Midlands B45 8NG

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Inspection date: 9 April 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**

Staff greet children warmly each day and are eager to hear what children have to say to them. Children enter nursery happily. Activities are attractively displayed, and children settle quickly into their play. Staff plan exciting activities that take account of children's current interests. As a result, learning opportunities capture children's attention, and they want to learn. Children enjoy creating their own portraits of sheep, recalling their recent visit to see them in the local fields. Babies delight in exploring various textures, scrunching cereals with their hands. Older children enjoy creating collages by gluing leaves and sticks they have collected during time in forest school.

Relationships between staff, children and their peers are strong. Children are eager to show staff what they have done and show pride in their work. Staff build children's self-esteem and confidence through lots of praise and encouragement. Consequently, children strive to do well. Staff speak to children gently and calmly and are positive role models for children. They consistently reinforce good behaviour, and children understand the need to use 'kind hands' and 'kind feet'. Children show consideration and kindness to their friends. For example, children recognise when a friend needs cutlery at lunchtime and informs staff on their behalf. Staff recognise and praise this act of kindness. Staff have a secure understanding of children's individual needs and routines. They take time to meet these effectively throughout the day. This further supports children's feeling of security.

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

- Managers and staff are committed to providing the very best care and learning for children. The staff work closely as a team and are supportive of one another. Managers are very supportive of the staff and recognise their skills and abilities. Staff well-being is a priority, and staff say that they feel valued and supported in all aspects of their work. Regular supervisions and staff meetings enable staff to talk about their work, discuss training opportunities and share good practice. This helps them to continually raise the quality of practice within the nursery.
- Staff plan an interesting and challenging curriculum that takes into account the learning needs of all children. They communicate well to ensure that as children transition through the nursery, their learning continues. Parents are kept fully informed about their child's progress, and staff share ideas for continuing their child's learning at home. As a result, children make good progress.
- Children's language and communication skills are supported well throughout the nursery. Staff continually introduce and reinforce simple language to the youngest children. As children grow and develop, staff involve them in conversations, asking questions and encouraging children to share their ideas

and thoughts. Children enjoy recalling past events and sharing their adventures with their families.

- Support for children with special educational needs and/or disabilities is good. Staff work closely with parents to ensure that their children receive the additional support that they need. They work cohesively with other agencies involved in children's lives to ensure that children receive a consistent approach to their learning.
- Children benefit from plenty of time outdoors in the fresh air. They enjoy being active, running, jumping and manoeuvring wheeled toys in and out of obstacles, being mindful not to bump into their friends. Children enjoy walks in the local area and visiting the park. They also have the opportunity to visit the local train station and take trips on the train.
- Partnerships with parents are strong. They say that they are very happy with the service provided. Parents are happy because their children really enjoy their time in nursery. They feel communication between nursery and home is good.
- The provider has taken action to request that parents do not let other parents into the nursery foyer. However, on very rare occasions, some parents do not implement what they have been asked. The risk to children is minimal as there are further locked doors leading to the main nursery, which are monitored closely by staff. The provider recognises that it needs to reinforce the door policy with parents even more.
- Children learn about similarities and differences. Positive images of people from around the world and people with different abilities are reflected through resources and books. However, opportunities for children to see families that are different to their own are not yet fully established.

## 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:**

- consider ways to reinforce the door policy with parents to ensure that they do not let other parents into the foyer
- provide opportunities for children to see reflections of families that are different to their own.

## Setting details

<b>Unique reference number</b>	EY340758
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10339034
<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>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	81
<b>Name of registered person</b>	Magic Moments Childcare Ltd
<b>Registered person unique reference number</b>	RP903572
<b>Telephone number</b>	0121 445 4255
<b>Date of previous inspection</b>	27 July 2023

## Information about this early years setting

Magic Moments at Barnt Green registered in 2003. The nursery opens Monday to Friday, all year round, from 7.30am to 6pm. A team of 22 staff work directly with the children. There are 20 staff who hold appropriate childcare qualifications at level 2 and level 3. The nursery owner has achieved early years professional status. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Tracey Boland

## Inspection activities

- The inspector discussed any continued 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 deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 carried out joint observations of group activities with the deputy 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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