

Magic Roundabout Day Nursery

Binfield Road, Clapham, London, SW4 6TB

Inspection date

07/02/2013

Previous inspection date

12/01/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children have warm relationships with staff that support their sense of security and well-being.
- Staff have good links with other professionals involved in children's lives. This helps to support children's learning and development effectively.
- Children are encouraged to be responsible by, for example serving snacks and drinks to other children, and by caring for their environment.
- Management are committed to improving the provision and strive hard to achieve this through clear priorities for development.
- Staff have good knowledge of how to keep children safe and implement this in their practice effectively.

It is not yet good because

- Staff are not requested to disclose warnings, reprimands or court orders prior to checks by the disclosure and barring service and as a result their suitability is not always assured.
- Observations of children are carried out irregularly and do not always feed into planning. The monitoring of planning and assessment is not fully effective to ensure consistency of quality, or identification of children who underachieve.
- Older children do not have sufficient opportunities to recognise and practise writing

their names.

- They do not have adequate opportunities to practise early writing skills in meaningful contexts, such as role-play.
- Children do not have visual representation of the daily routine to help them settle readily.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed interaction between staff and children.
- The inspector spoke to parents and took their views into consideration during the inspection.
- The inspector had a discussion with the manager and deputy manager.
- The inspector examined a sample of documentation.
- The inspector tracked the progress of several children.

Inspector

Jennifer Beckles

Full Report

Information about the setting

Magic Roundabout Day Nursery and Out of School Club opened in May 2003. It operates from 14 rooms over two floors, in a three storey refurbished purpose built building with a secure outdoor play area. The setting is located in Stockwell within a few minutes walk from the underground station. Children are taken on outings within the local community. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 105 children in the early years age range on roll using the day nursery. The nursery receives funding for the provision of free early education for children aged three and four years. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The out-of-school care provisions are full. There are currently 16 children within the later years age range on roll, but none are currently within the early years age range. Children aged over eight also attend. The setting is open for five days a week all-year-round. Sessions for the day nursery are from 7.30am until 7pm. The after school club operates from 3.30pm until 7pm. Children are collected from local primary schools. There are 34 staff working with the children. Of these, 19 hold appropriate early years qualifications, including 17 at level 3 and two at level 2. The rest of the staff are working towards early years qualifications. The manager holds qualified teacher status and the deputy manager is qualified to level 4. Over half the staff group are qualified in first aid.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all staff are aware that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the setting)
- ensure that children's learning needs are met more precisely by linking regular observations to planning

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

- provide more opportunities for children to recognise and practise writing their own names in the pre-school room. For example, by children selecting their names on

arrival at the setting and using name cards to attempt to copy their names onto their work

- Support early writing skills further by providing opportunities for children during role play so that children are encouraged to practise their early writing skills in contextual situations
- develop further the system of monitoring of planning and assessment so that quality standards are maintained
- display a visual timetable of key events in group rooms to support children's understanding of key events in the nursery routine.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Overall, children make sound progress in their development because staff know the children well and plan a range of interesting activities that engage children in their learning. For example, babies explore different textures as they play with everyday objects and natural materials. Staff respond cheerfully to babies by singing action songs and naming body parts to introduce vocabulary and encourage interaction. Babies operate simple electronic toys and delight in the sound effects. Toddlers enjoy making marks in the sand using their hands and sand rakes. They use problem solving skills as they try to complete a large floor puzzle, supported by staff.

Older children experiment with primary colours as they paint pictures. They are beginning to develop small movement skills by using zip and button boards. Staff use everyday opportunities to support children's growing number skills, such as by counting numbers of children in a group, and finding shapes in the environment. However, children do not have sufficient opportunities to recognise and practise writing their own names. They enjoy exploring their imagination during role-play, but there are no opportunities for children to practise early writing skills for different purposes as part of their play. Children select their favourite stories and show some awareness that print carries meaning. They practise their developing technology skills by operating a range of educational computer games in a dedicated computer suite. Children learn to concentrate and take turns during whole group discussion. These activities help to prepare children for school.

The after school club provides a variety of interesting experiences that support children's learning and development. For instance, children practise their language and literacy skills in a cosy book corner stocked with a range of books. They learn to cooperate and take turns as they play team sports and develop good physical skills. Children enjoy a variety of creative craft activities.

Children who have special educational needs and/or disabilities are supported sufficiently because staff work well with a range of community health professionals. They offer advice and support to promote children's learning and development. Staff promote the learning

of children who learn English as an additional language by using visual resources and key words in a child's home language.

Staff engage with the children as they play; listening and responding appropriately. They follow children's lead and enable children to initiate their own play, balanced by adult-led activities.

Children are assessed sufficiently, overall. Staff keep learning journals for each child that contain observations, samples of work and photographs of skills. However, observations are carried out irregularly. This means that staff do not always have precise information on children's abilities and, therefore, planning does not always build on what children already know and can do. As a result, children make satisfactory progress. Progress checks for children aged two to three years are in place and report on children's abilities in areas of learning satisfactorily.

Partnerships with parents are sound. They are kept up to date with their child's progress through daily interaction with staff and through recently implemented parent meetings. Parents share observations about their child with staff when they first arrive and on an ongoing basis. This provides sufficient opportunities for parents to contribute to and support their child's learning.

The contribution of the early years provision to the well-being of children

Children are relaxed and happy because they have good relationships with staff. They smile and approach staff readily to engage them in their play. Over time, children become familiar with the routine of the setting. However there is no visual timetable that shows children key events in the daily routine to enhance the settling-in period.

Staff teach children to behave in safe ways by reminding them to walk indoors, wear appropriate clothing outdoors and to use equipment safely. They carry out risk assessments to help protect children from harm. Children are encouraged to be independent and to take responsibility for small tasks, such as giving out snacks and drinks to others, and tidying up. Children wash their hands at appropriate times, supervised by staff. Babies are changed in private and hygienic areas. Nappy changes are recorded and this information, along with sleep and meals details are given to parents to keep them informed of children's care.

Children develop healthy lifestyles because staff take children outdoors for fresh air and physical exercise each day. They use a variety of large and small equipment to practise a range of physical skills. Children make healthy selections at snack time and are served nutritious, appetizing meals each day. Staff cater for children's special dietary needs.

There are good partnerships with local schools that help children settle readily. For example, school staff visit children at the setting to build up relationships before they start school. Children who move group rooms within the setting spend time settling in so that they are familiar with staff and routines.

The inspection took place following a notification of an incident involving the use of inappropriate behaviour management techniques and the dismissal of a member of staff. A full investigation has taken place in relation to the behaviour management matter and appropriate action was taken by the manager to improve behaviour management. Staff are now supervised closely, frequently mentored, trained and supported effectively. Overall, staff manage children's behaviour fairly and consistently using a range of appropriate strategies. For example, they praise children for specific behaviour and explain to children why certain behaviour may not be appropriate. They use distraction techniques for younger children.

Children learn about different ways of life by discussing and celebrating significant events, such as Diwali by making craft items. They use a variety of multicultural resources and books that support their understanding further.

The effectiveness of the leadership and management of the early years provision

Staff have sound knowledge of how to keep children safe and demonstrate this in their practice. For instance, they are aware of procedures to follow in the case of emergency evacuation or child protection. Staff have received safeguarding training and carry out risk assessments to protect children from harm. Recruitment procedures have recently been reviewed to ensure they are more robust. The new manager explained that prior to her employment suitability checks had been initiated for the member of staff who was subsequently dismissed. Staff confirm that no unvetted individuals are left unsupervised with children, so that children's welfare is safeguarded. Third party information was received that called into question the individual's suitability and the criminal records bureau disclosure recently received confirmed that the person was unsuitable to work with children. The manager immediately terminated the individual's employment. The new manager described suitable recruitment procedures and the employment application form asks many questions to aid the assessment of a person's suitability. However, staff are not requested to provide details of court orders, reprimands or warnings prior to disclosure and barring checks being completed. This means that management do not have early indication of suitability of staff.

Monitoring of the educational programme and assessment is not fully effective. Management spend time in group rooms to observe staff and examine planning and assessment records. However, the weaknesses in planning and assessment are not all identified. As a result there is inconsistency in the quality of educational programmes within the nursery and groups of children who are underachieving and not always identified. This means that appropriate interventions are not always taken to close gaps in learning.

Any issues of underperformance of staff are identified through regular supervision by management. Supervision is increased in frequency according to need and relevant support, mentoring or training is offered, where appropriate. Staff meet up with managers

to identify training needs and have attended a range of courses, such as safeguarding. This has led to an increased awareness of safeguarding matters, such as procedures to follow and how to help protect children from harm.

Staff work effectively with parents and provide opportunities for them to contribute to their child's learning. Staff work well with community health professionals to promote the learning of children with special educational needs and/or disabilities. They also work well with local schools to support and continue children's learning and development once they start school. The staff have an effective partnership with the local authority early years department who provide intensive support in all early years matters.

Management are strongly committed to improving the provision. They have reflected on its strengths and weaknesses and have identified key priorities for development. For instance, they aim to provide access to a broad range of training courses to meet staff needs. Most recommendations made at the last inspection have been responded to positively. For example, babies now have more natural and everyday objects to explore and play with. This demonstrates a sound capacity to improve the provision and future outcomes for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure there are effective systems to ensure that any person caring for, or in regular contact with children: is suitable to work with children which must include obtaining an enhanced CRB check; is of integrity and good character; has skills and experience suitable for the work and is physically and mentally fit for the work (compulsory part of the Childcare Register).
- ensure there are effective systems to ensure that any person caring for, or in regular contact with children: is suitable to work with children which must include obtaining an enhanced CRB check; is of integrity and good character; has skills and experience suitable for the work and is physically and mentally fit for the work (voluntary part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY152688
Local authority	Lambeth
Inspection number	901692

Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	186
Number of children on roll	105
Name of provider	Magic Roundabout Nurseries Limited
Date of previous inspection	12/01/2010
Telephone number	020 7498 1194

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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