

— Magic Roundabout Nursery

— Inspection report for early years provision

Unique reference number	107009
Inspection date	28/04/2010
Inspector	Timothy Butcher / Carol Cox
Setting address	141 Coronation Road, Southville, Bristol, BS3 1RE
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group).

— The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

The Magic Roundabout Day Nursery operates from a four-storey Victorian terraced property in the Southville area of the city of Bristol. The nursery is managed by a company who run four other nurseries in the London region. The nursery is open Monday to Friday, from 7.30am until 6.00pm and operates all year round except for Bank Holidays. Children have access to all areas of the building except for the kitchen and staff facilities. There is large hard surfaced area to the rear of the premises, used for outdoor play. The nursery occupies four floors, there is no lift and the front door is approached by steps. There is ramped access from the rear of the building which affords access to the two playrooms on the ground floor.

The nursery is registered to care for a maximum of 92 children at any one time, aged from birth to under five years. There are currently 110 children on roll. The nursery has experience of supporting children with special educational needs and those for whom English is an additional language. Currently 24 staff are employed to work directly with the children, of whom 19 staff hold appropriate qualifications. Four members of staff are working towards relevant qualifications. Bank staff are suitably qualified. One member of staff has Early Years Professional Status. The nursery receives advice from an inclusion support teacher and worker from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are generally happy and settled at the nursery. They now make satisfactory progress in their learning and development as staff now have a sound understanding of the Early Years Foundation Stage. Many aspects of children's welfare are successfully promoted, however, this is undermined by the lack of cleanliness in some areas of the nursery. Outcomes for children are broadly satisfactory and gradually improving.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure all areas accessible to children are maintained to a suitable level of hygiene. (Safeguarding and welfare) 12/05/2010
- ensure background checks for all staff are sufficiently rigorous. (Safeguarding and welfare) 12/05/2010
- ensure a member of staff holding a paediatric first aid certificate is present with minded children at all times. (Promoting good health) 12/05/2010

To further improve the early years provision the registered person should:

- develop further the system to record observations and assessments to consistently demonstrate children's progress, to identify next steps in learning; and monitor the quality of learning.
- develop further the staff's understanding of equality and diversity to further promote the care, learning and play needs of each child and to help all children respect and value the wider community

The effectiveness of leadership and management of the early years provision

Children are safeguarded because staff have a satisfactory knowledge and understanding of child protection issues. There are sound policies and procedures in place which staff follow should they have concerns about a child. Staff have some experience of working with other agencies to safeguard children. Most staff are well qualified and experienced. However, the system to ensure the suitability of adults to work with children is not always rigorous, thus some staff are employed for whom comprehensive checks have not been completed. This is a breach in welfare requirements. The needs of individual children are generally identified and met. However, some staff lack knowledge and understanding of how to meet the diverse needs of individual children. Staff undertake regular risk assessments of all aspects of the provision and make daily checks. Children learn how to keep themselves safe through daily activities, for example, when climbing the stairs.

There is now a commitment to improving the quality of provision on offer and evidence of continuing improvement. For example, the manager and her staff have sought support and advice from the local authority and a local Children's Centre to address the actions and recommendations from the previous inspection. As a result staff have completed a review and reorganisation of resources to provide a wider range of stimulating and naturalistic toys and objects. These are now accessible to children and provide more interesting and stimulating resources to support their play and learning. The system of self-evaluation has not yet been updated or formalised. However, there is evidence of actions taken to ensure staff are appropriately trained and policies and procedures meet the welfare requirements of the Early Years Foundation Stage. Thus, demonstrating continuous improvement. The key person system ensures that relationships developed with parents, carers and other providers supports children in their care, learning and development.

The quality and standards of the early years provision and outcomes for children

Children make suitable general progress in their learning and development in relation to their starting points because staff have a sound and improving knowledge of the Early Years Foundation Stage. Observations are routinely made for each child, some of which are qualitative. These contribute to their learning journey profile and to the planning and provision of future activities across each

area of learning. Staff now routinely record children's interests and this also helps them to plan suitable activities and challenges for children. Weaknesses in the completion of some documentation mean that the cycle of observational assessment is incomplete. This results in an incomplete picture of children's development and hampers planning for their all round development and thus the progress they are able to make. Key Person's know most of their children well however, the information available at the point of children's transfer from room to room is not always used effectively.

Children have positive attitudes to learning in general. They now have a suitable range of accessible resources and this helps promote their independent learning as they are now able to self-select. For example, a child fetches additional drawing materials to make marks and to decorate a painting. Children enjoy sitting in a group to have a story read. The member of staff holds up the large book so that children can see the pictures and begin to recognise that print carries meaning. Toddlers enjoy the experience of exploring the texture of wood shavings and pasta. They pat, move and fill containers as they explore the contrast in textures. Most children generally secure the skills they require in order to progress their learning.

Children now regularly take their play outside and have a wider range of activities to choose from. Children happily explore the water cascade. They pour water down the guttering and rush to watch with awe as it spills out the end. They fill, pour and handle a range of containers, learning about capacity as they do so. They spontaneously use language to describe what they are doing and increase their vocabulary through the support of the member of staff who is on hand to help with the heavy watering can. Babies also go outside regularly. They comfortably sit close to the sand tray, alongside a member of staff to have sand spilled onto their feet and concentrate on the sensation. An other child sits in the tray and thoroughly relishes the opportunity to touch and sprinkle the sand. Water is added to extend their experiences and the child splashes the wet material.

The general health and safety of children is suitably promoted such as through the consistent closure of stair gates to prevent children using the stairs unsupervised. Children learn about safety through the prompts from adults such as to be aware of others when using the slide. Children are secure in the setting and display a suitable sense of belonging. Babies and young children show they feel safe through their interactions with adults. The provider takes some of the necessary steps to prevent the spread of infection. Children are suitably supported to develop their self-care skills through appropriate hygiene routines such as hand washing and those in nappies are kept content during suitable nappy changing procedures. At the last inspection a recommendation was made that the provider took steps to ensure the premises are clean. This has not been sufficiently addressed as areas of the nursery are not kept sufficiently clean, including some floors, toilets and parts of the outside area. The good health of children is not promoted. This is a breach of in welfare requirements.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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