

Magic Daycare Nursery (Finchley)

4 Shakespeare Road, LONDON, N3 1XE

Inspection date	28/08/2013
Previous inspection date	30/04/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children make good and sometimes very good progress in their learning and development from their starting points.
- Adults interact effectively with children helping to extend their development and learning.
- Resources are very well organised and reflect children's needs and interests.
- The manager is approachable and leads an effective team.
- The nursery is effective in achieving a close collaboration with both parents and outside agencies for the benefit of the children.

It is not yet outstanding because

- Staff do not always organise the youngest children well at group times to enable them to fully engage in their learning and development.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children at play in a variety of situations both indoors and outside.
- The inspector carried out joint observations with the room leader.
- The inspector met and had discussions with the manager and members of staff.
- The inspector met and talked with a few parents.
- The inspector looked at a selection of documentation.

Inspector

Ileana Shirley-Smith

Full Report

Information about the setting

Magic Daycare Nursery (Finchley) registered in 2011. It is owned by two private individuals. The nursery operates from two large rooms in a purpose-built three-storey building in Finchley Central, in the London Borough of Barnet. Children have access to two outdoor play areas located on the first floor of the building and on the roof terrace. Access to the building is via a lift and stairs. The nursery is open each weekday from 7.30am to 6.30pm, for 51 weeks of the year. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The nursery has just been approved to participate in the two-year-old pilot project and as a result, from September 2013 will receive funding for some two-year-olds. The nursery supports children who are learning English as an additional language. There are currently 112 children on roll in the early years age range. The nursery is registered on the Early Years Register. The nursery employs 27 members of staff. The majority of staff hold relevant qualifications at level 3. The Manager holds a Cache qualification at level 4 and two staff are qualified at level 6. The nursery also employs a qualified chef and an assistant.

What the setting needs to do to improve further

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

- develop the organisation of group times to support the youngest children's communication and language skills more effectively.

Inspection judgements

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

Children are happy and constantly busy in the nursery, enjoying a variety of interesting and stimulating activities. Adults have a very good understanding of children's needs and know how to organise the environment so that children are engaged and interested in what they do. As a result, children make good and sometimes very good progress in their learning and development from their starting points.

Very young children have the opportunity to explore different textures and learn by touching. Babies play with shaving foam, which fascinates them as they spread it out in large plastic trays. Toddlers play with dry sand, pouring the sand into containers using a tiny scoop, while staff support them well, re-enforcing the children's language with comments and open questions. The nursery offers stimulating resources and experiences, such as organising pirate games in which children dress up as pirates and look for treasure

in the whole nursery. These games promote and help develop children's imagination, enhancing their learning and development.

Children who learn English as an additional language make good progress in all areas of learning and development, including communication and language. Children independently look at books and tell each other stories. They learn letters of the alphabet and letter sounds to support their literacy skills. Some children confidently recognise the initial letter of their name on the computer key board. Adults prepare specific resources for children to learn about numbers. For example, children learn to recognise numbers to 20, while others practise writing numbers to 10. Some children begin to use numbers in counting and simple calculations. This shows that children make good progress towards the early learning goals.

Adults regularly read stories to children and lead singing sessions. Older children engage in open questions about the stories, developing their understanding and extending their vocabulary. However, some story and singing sessions are organised in slightly large groups for the younger children, which results in children struggling to hear and be able to practise their speaking skills.

Staff plan activities based on children's specific interests, which results in them being motivated and eager to learn. Adults consistently monitor children's progress and communicate this to parents both formally and informally on a regular basis. Parents are invited to participate in their children's development and learning, through various systems of communication as well as daily interactions. Each child is assigned a key person who knows the child's developmental needs and who maintains a strong partnership with the child's parents.

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

Children form secure attachments with their key person, which makes them feel safe and happy. This results in children being confident and independent in their explorations. The nursery has clear and well-established routines and children know what is expected of them at all times. Adults model friendly and respectful relationships and as a result, children are kind towards one another and play well together in the nursery.

Adults use consistent strategies and give children clear guidance about how to behave in social situations, how to share resources and take turns. Daily routines are well planned and established, so that children have plenty of time to enjoy their explorations uninterrupted, knowing when it is time to sit for their meals or story sessions.

Adults support children to take risks and learn about having responsibilities. For example, children water the plants in their small outdoor garden, learning about nature. Children use the toilets and wash their hands with increasing independence, while staff support the youngest of children to develop such skills. The organisation of resources is good, which enables children to be independent as they access the toys they need for their explorations.

Staff give the highest priority to the safety of children. They are all trained in safeguarding and have secure knowledge of any signs which might trigger concerns about a child's welfare. This means that children are protected from harm. Staff teach children about the importance of minimising risks of spreading infections by regular hand washing and using disposable tissues. Children have a healthy lifestyle while at the nursery. They enjoy fresh air and physical exercise daily, on two large roof terraces. A fun and innovative outdoor/indoor tube allows children to return to their playroom by a slide if they so wish. The nursery works with a physical exercise early years professional who comes in once a week to lead dance and movement sessions for the youngest of children to support their physical development.

Adults join the children for lunch and help them if they ask for help. The children are independent and confident to help themselves from a central dish and to pour their own water from the jug into their cups. They eat nutritious fresh meals prepared on the premises for lunch and healthy snacks such as fruit, bread sticks, crumpets with cheese or jam. The nursery offers children spaces to relax and be comfortable as well as be active and explore. Younger children who need a sleep rest in their rooms in comfort on individual mats.

Children are very well prepared for the next stage in their learning because the nursery organises activities that promote pre-school skills and children make good progress.

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

The manager works closely with all the staff, parents and children to maintain high standards in the nursery. She is a caring and approachable leader who prioritises the welfare of the children and their families. The manager monitors the educational programmes in the nursery through regular staff meetings and spot checks of children's progress folders. Assessment systems in the nursery are effective and precise, helping staff identify any additional needs at an early stage. Through collaboration with other nurseries, the manager introduced staff to the emotional well-being and involvement scales from the Ferr Leuven programme, which helps them measure children's levels of happiness and learning.

The manager is present in the life of the nursery, supporting innovative projects staff organise with the children. At given times the manager observes play and learning sessions and gives feedback to staff to ensure that these are of the highest standard. She offers support to room leaders and staff as they plan activities and experiences for each child's individual needs.

The manager and staff make children's safety is their priority. The manager uses rigorous recruitment systems to ensure all adults are suitable to work with children. The induction programme for new staff as well as for agency staff, include the study of nursery policies to ensure that there is consistency in their approach and that they follow the correct

procedures to protect children. Staff have a thorough knowledge of child protection issues and take positive steps to protect children. The manager ensures that staff carry out comprehensive checks of the environment to minimise hazards and the risk of accidents to children to keep them safe.

The manager is determined to continuously improve the provision so that all children reach their full potential in their learning and development. She has realistic plans to improve the physical play environment as well as continuously support staff in their professional development. The manager offers staff regular one-to-one supervision and together they plan further training to extend staff's knowledge of early years care and education.

The manager and staff encourage and facilitate close collaboration with parents. Parents are kept informed of what their children are doing and learning on a daily basis and they also inform staff of the child's life at home. This allows for continuity in children's learning, helping them make good progress. Twice a year parents meet with their child's key person to discuss the children's progress in their learning and development so everyone works together for the benefit of the child.

The manager and staff develop and maintain partnerships with other nurseries and agencies, which benefits the children. The nursery has close links with the local library from where staff and children bring new stock of books to refresh their own library. The manager organises additional sessions such as French, drama and music, to enhance children's experiences in the nursery.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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 action. 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	EY430234
Local authority	Barnet
Inspection number	927362
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	84
Number of children on roll	112
Name of provider	Magic Daycare Nursery Ltd
Date of previous inspection	30/04/2013
Telephone number	020 8346 7301

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

