

Magic Roundabout Nurseries Limited

141 Coronation Road, Southville, Bristol, BS3 1RE



Inspection date

Previous inspection date

10 March 2015

2 July 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- There is variable teaching practice. Not all pre-school staff model good language and they do not continue the good practice started in the younger rooms where staff promote independence at mealtimes well.
- Pre-school staff do not always use information about what children know and can do when planning activities. As a result, some activities do not provide all children with a good level of challenge.
- In pre-school, staff are not observing children who have additional learning needs regularly enough. As a result, interventions are not always sought as quickly as possible.

It has the following strengths

- Self-evaluation by the manager has identified areas of improvement and ways to address inconsistencies in practice.
- Younger children enthusiastically participate in a wide range of activities, inside and in the well-resourced outside space. Staff working with these children ensure they are confident in learning new skills so they make progress in all areas of learning.
- Children behave well. They co-operate and show concern for each other's needs. They understand and anticipate the routines of the nursery and they enjoy the time they spend there.

What the setting needs to do to improve further

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

- ensure staff in pre-school consider the individual needs, interests and stage of development of each child, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development
- ensure timely observational assessment is completed in relation to children with possible delays in their learning and ensure appropriate intervention and support is accessed as swiftly as possible.

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

- disseminate good practice across all rooms, in particular in relation to promoting pre-school children's independence at mealtimes.

Inspection activities

- The inspectors looked at documentation including the safeguarding policy, staff supervision notes and children's learning journals.
- The inspectors had discussions with staff and the manager and spoke with children.
- The inspectors spoke to parents and took account of their views.
- The inspectors conducted a joint observation with the manager.
- The inspectors observed activities in all areas of the nursery.

Inspector

Sarah Haylett / Vanessa Redmond

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The quality of teaching across the nursery is variable. Most children benefit from good quality planned activities provided by staff who are enthusiastic, know the children well and who encourage children to explore and enjoy learning new skills. However, pre-school staff do not pay enough attention to finding out about each child's individual needs and interests. As a result, activities do not always engage children and they lose interest when they are not sufficiently challenged. Pre-school staff do not always support children's language skills sufficiently as they are not consistent in providing them with good examples of how to speak well. There are inconsistencies in how children's independence is promoted. Although, younger children enjoy a social environment at mealtimes and learn independence in serving their own meals, this is not continued in pre-school. Children have the basic skills they need for school. However, in pre-school not enough attention is paid to completing timely evaluative assessments of children with potential delays in their learning. This means staff do not recognise as early as they could where children may benefit from extra support.

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

Staff use praise and encouragement effectively to promote positive behaviour. Strong bonds between staff and babies mean that they confidently seek comfort and reassurance. The premises are safe, secure and well-resourced and provide most children with an engaging learning environment. There is a well-qualified staff team. Staff benefit from some training opportunities and effectively implement what they learn. For example, a healthy eating theme introduced as a result of training has resulted in children trying and enjoying different foods. Staff are trained in safeguarding and child protection and know how to keep children safe.

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

The manager, who has only been in post a few weeks, has a very clear understanding of her responsibility to ensure children are safe, well cared for and make good progress in their learning and development. Through effective self-evaluation, including the checking of the quality of teaching and the progress children are making, she has already accurately identified where improvements are needed. Plans in place are already improving the quality of teaching such as in the planning of activities at key person time in the baby and toddler rooms, which enables these children to make good progress. The manager is now prioritising improving the quality of planning and assessment in the pre-school room so that the older children make equally good progress. Parents appreciate good relationships with staff, who act effectively on information shared by them about their children.

Setting details

Unique reference number	107009
Local authority	Bristol City
Inspection number	1002238
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	108
Number of children on roll	69
Name of provider	Magic Roundabout Nurseries Limited
Date of previous inspection	2 July 2014
Telephone number	0117 963 9800

Magic Roundabout Nurseries Limited registered in 2001. The company also owns four nurseries in London. The nursery is open each weekday from 7.30am until 7pm and operates all year round except for bank holidays. The nursery operates from a terraced property which has stepped access to all four floors and to the front of the building. A ramp to the rear of the building provides access to the two playrooms on the ground floor. Twenty-three staff are employed to work with the children, 16 of whom hold relevant early years qualifications. One member of staff has Early Years Professional Status. The nursery is in receipt of funding to provide free early education for children aged three and four years.

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