

Magical Moments Day Care

Inspection report for early years provision

Unique reference number	EY370711
Inspection date	26/02/2009
Inspector	Gill Ogden
Setting address	C/o St Giles Children's Centre, Lamb Gardens, LINCOLN, LN2 4EG
Telephone number	07902915122
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Type of setting	Childcare on non-domestic premises

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*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Magical Moments Day Care was registered in 2008 in its present premises after operating for many years from the local community centre. It is committee run and is now located in the St Giles Children's Centre in Lincoln city. It is self-contained within the building and has an adjoining outdoor play area. The building is fully accessible. The group is open each weekday from 08:00 until 18:00 for 50 weeks of the year. There is a holiday club provision each school holiday and regular crèche provision for parents who attend events in the children's centre. The group also provides wrap-around care for children who attend the nursery school on the same site.

It is registered to care for a maximum of 33 children under eight years at any one time on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently there are 86 children on roll, some of whom have additional needs, and five of whom receive funding for early education. Of the 10 staff who work with the children, nine hold relevant early years qualifications and one is working towards one. Three staff are in the process of upgrading their qualifications, including the manager, who is studying towards gaining her degree.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The group is well-established in the community who hold it in high regard. Links with parents, the nursery school on the site and other agencies contribute effectively to ensuring each child's welfare and learning needs are met. The systems that are in place support all children to make good progress towards the early learning goals. A process for self-evaluation has been established and clear goals for future improvement identified.

What steps need to be taken to improve provision further?

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

- develop a more rigorous monitoring system to ensure that all the aspects of all the areas of learning are covered consistently
- improve the learning environment by reviewing wall displays so that they have more impact on children's learning
- review the session routine to minimise the disruption of key activities.

The leadership and management of the early years provision

The current management committee take their responsibilities seriously and are working closely with the manager and staff to further establish systems to maintain the best practice. All the required records, policies and procedures for safe and efficient management of the provision are in place. Records are kept well and policies and procedures are up-to-date. Action is taken to ensure that risks to

children are minimised and these actions are recorded. The manager is experienced in working with relevant agencies to ensure children are safeguarded and policies and procedures related to this are made very clear to parents. As well as ensuring that all staff are suitably qualified, management encourage attendance at regular training so that there is the necessary knowledge and skills available to meet the needs of all the children who attend. For example, staff who look after babies have recently attended training to improve their practice with this age group of children and plans are in place to ensure all staff hold a current first aid certificate and understand the local safeguarding systems. Staff are very enthusiastic about their roles and responsibilities and work closely with the manager in the children's best interests. They confidently deploy themselves in the setting and check daily plans and rotas with little input from the manager. The complex situation of providing for children who attend all day, those who attend for crèche provision and those who attend for wrap-around care is managed very well.

Staff are gradually becoming reflective practitioners and this has been developed further through close work with local authority advisers. Recent self-evaluation has identified aspects for improvement in some detail and all concerned show commitment to ensuring continuous improvement. Parents speak extremely positively about the provision, especially those whose children have additional needs. They comment on the rapid progress their children have achieved in a relatively short time attending the setting and the personal support they receive from the manager and staff. Well-established links with other agencies and the nursery school contribute significantly to children's well-being.

The quality and standards of the early years provision

Children are provided with good opportunities to help them make progress towards the early learning goals. Planning is linked to a theme and is flexible enough to allow for individual children's interests and for attention to be given to their next steps. This comes as a result of staff taking on responsibility for each child in their key group and acting as advocates for them. They demonstrate well their knowledge of each child through their recorded observations and how they ensure that their individual learning needs are accounted for within the broad plan. Information gathered from parents, along with staffs' initial observations provide a base from which plans are made for each child. This system is repeated with parents being encouraged to share information about their children and to make use of their 'special books'. Parents are also encouraged to support their children's learning through information given to them in regular newsletters about activities they could do at home. Although all areas of learning are planned for, there is no robust monitoring system in place to ensure that no aspect is missed as a result of any changes that may occur.

Both the indoor and outdoor environment are safe, attractive and organised according to different areas of learning and as a result children quickly find and become absorbed in activities of their own choosing as soon as they arrive. Displays of children's own work and those that they can interact with to support their learning are, however, not physically placed at a level to engage their interest

sufficiently. Children concentrate well in their activities and most are confident enough to articulate what they are doing and their understanding. For example, a child shows understanding of amounts by holding up three fingers in a variety of combinations when discussing with a staff member the number of cars of the same colour. Other children chatter away to themselves as they play contentedly alone. Staff prompt children's enjoyment of activities by sensitive intervention and some good questioning. For example, children's imaginations are fired when they are climbing into large cardboard boxes by staff singing songs such as 'Row your boat'. Children who speak English as an additional language are supported well through staff working closely with their parents and making efforts to learn words in their first language. These children, along with others who have additional learning needs, are included seamlessly in the setting. However, key activities such as circle time are sometimes not as effective as they might be in supporting all children's learning due to the time they happen and the mix of children in each group.

Children enjoy their meals and from a young age are able to talk about different foods that they like and that 'make you big and strong.' The menu is organised well so that all children can enjoy meals for children with special dietary needs on the days that they attend. Children quickly become independent in their personal hygiene habits because they can access the toilets and wash basins easily and safely without too much adult supervision. Key persons look after their children's personal needs such as nappy changing and administration of medicines so that their privacy is respected as much as possible. Children demonstrate an awareness of safety rules when, for example, a child tells another one 'don't run, you know you shouldn't.' All this helps children develop skills and knowledge for their futures.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.