

Magic Moments Pre-School

Inspection report for early years provision

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Inspector Susan Ennis

Setting address 1st Baldock Scout, Park Drive, Baldock, Hertfordshire, SG7
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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*.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Magic Moments Pre-school registered in 2002 and operates from a scout hut in Baldock, Hertfordshire. Children have use of the main hall and a fully enclosed secure outdoor play area.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children may attend the pre-school at anyone time and there are currently 43 children on roll. The pre-school is open from 9:15am to 12:15am Monday to Friday and Monday and Wednesday 12:45pm to 2:45pm. Children attend for a variety of sessions. The setting offers care to children with special educational needs and/or disabilities and to those who speak English as an additional language.

The setting employs 8 members of staff, all of whom hold early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff create a very welcoming and safe environment in which children thrive. Planning is flexible, taking into account children's likes and dislikes, enabling them to enjoy their time at the pre-school and make good progress in their learning and development. The staff build trusting relationships with parents and carers and keep them well informed about their child's development and the day to day running of the setting. Senior staff lead a culture of reflective practice where all staff work together to review the setting's strengths and areas for improvement and are committed to continuous improvement for all children and families in their care.

What steps need to be taken to improve provision further?

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

- develop further the use of starting points to more effectively plan for children's future development
- ensure that all the regulator's contact details are made readily available to the parents.

The effectiveness of leadership and management of the early years provision

The effective implementation of the setting's comprehensive policies and procedures support the daily running of the pre-school and ensure that children are offered a safe and secure environment. There are robust procedures for checking that staff are suitable to work with the children and a rolling program of

training to further increase their childcare knowledge. Staff are trained in first aid and have appropriate knowledge of the procedures to follow relating to safeguarding children, therefore ensuring that their welfare is promoted and that they are fully protected at all times. Children are able to move around the setting confidently because staff take effective steps to minimise the hazards. Staff carry out daily safety checks of the premises and outside play area and complete comprehensive risk assessments at least once a year. Ongoing explanations from staff help the children to gain a good understanding of safety issues, such as learning to carry their chairs properly and why it is safer to walk when inside. Older children are often asked to show the younger ones how to behave building their own confidence and self-esteem.

Children's individual development is effectively promoted because the setting has good procedures in place to support, monitor and evaluate their progress. The wide and interesting range of available resources, including a varied range reflecting the diverse world in which we live, are enthusiastically used and the all-inclusive child-friendly environment is conducive to children's learning. For example, low-level storage encourages the children to freely choose what to play with and laminated sheets show them what other resources are available. Child-sized furniture ensures that they can sit comfortably whilst they play and a free flow system between inside and outside ensures that they make good use of all available space and environments. The pre-school also makes good use of the local amenities by regularly visiting the library and church. They effectively plan their ongoing sustainability by, for example, changing their opening hours to provide flexible sessions and care for the children and parents attending the setting.

The pre-school effectively and actively promotes equality and diversity enabling them to offer a service that is inclusive for all children and their families. All children are well integrated and development in relation to their starting points is good. The pre-school effectively helps the children learn and understand the society in which they live by, for example, introducing resources such as a wok into their creative play and inviting visitors into the setting to help the children celebrate Diwali. They participate in dressing up in a Sari, painting their hands with Rangoli designs and eating foods such as rice, peas and Naan bread all increasing their knowledge of world festivals and celebrations.

Staff show a genuine desire to promote the best care and opportunities for children. The ongoing monitoring helps to highlight their strengths and priorities for improvement. They use feedback from staff meetings, action plans and parent questionnaires to implement changes to further improve the outcomes for children. For example, following a suggestion from parents, children now bring a piece of fruit with them to pre-school to enjoy at snack time and this increases their knowledge of healthy eating. Future plans include the introduction of home visits to ease the children's transition from home to pre-school and the provision of a cosy area for children to rest or sleep if they need to. The setting is also monitoring its practice by renewing their Pre-school Learning Alliance Accreditation.

Effective links with parents, carers and other settings attended by the children promotes integration of care and education. Parents are kept well informed about

their child's development and are included in the process. They have access to their child's development record and can talk to the child's key worker at any time. They are encouraged to use the library service set up by the pre-school to develop their child's language and listening skills. They are given advice on the types of questions to ask and what development to look for. They then record this in their child's diary together with any other special achievements or progress that they wish to share with staff. The pre-school also holds one-off events such as Scottish Week when male carers and family members attend the pre-school to share in the activities provided, culminating in Highland games at the end of the week and involving the parents and carers in their child's learning. Parents are regularly informed about the pre-school's good practice and working ethos through the policies and procedures in place, a parent's notice board and the setting's web-site. However, as the complaints procedure does not contain the full contact details of Ofsted parents are potentially delayed in raising written concerns they may have. Wider partnership working is encouraged as the pre-school is building professional relationships with the local schools in the area. They share relevant information where possible and work effectively to provide a consistent quality of care for all the children who attend.

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

Children are offered interesting and stimulating opportunities to help them progress effectively and develop across all areas of learning. Information is gained from parents about children's home lives, likes and dislikes. However, as little information is gained about their developmental stage and progress, this is not immediately fed into children's initial assessments, therefore areas of concern or further challenge may not be highlighted. Staff get to know the children very well and use this information and the children's interests to offer activities that extend children's learning. When children notice the pips in the fruit at snack time staff explain what they are and ask children for their ideas of how the pip may develop into a tree or an apple. Children and staff then discuss the growing process. An activity to grow the pips and seeds is provided with plant pots and soil put in the garden area for the children to use. They are shown books about fruit and trees and watch their apple, lemon, melon and orange pips grow whilst also increasing their knowledge and understanding of the natural world. Staff record children's attainment through use of observation and assessment identifying children's next steps of development and incorporating this into the planning that takes place and therefore promoting children's learning.

Staff offer a good range of adult-led and child-initiated activities to extend the children's learning. Flexible planning ensures that children can choose what to play with whilst staff support and extend the learning opportunities where possible. When children use their creative skills to build a train with the chairs, staff support their play by encouraging others to join in when the train needs customers. Children then decide that they need tickets before they can travel and use the mark making area to make some to handout. Children develop their problem solving and physical skills as they work out how to wrap different shaped boxes with Christmas paper and then go on to design their own paper, developing their

mark-making skills. Whilst building with blocks staff extend children's thinking by asking how tall their tower will be and what shapes they are using. They all take turns in placing their block on the tower and dissolve into laughter when it falls over. Whilst outside they thoroughly enjoy using the child-sized cement mixture, drills and play bricks to build their house whilst others develop their sense of volume by pouring sand from one container to another.

Children enjoy their time at the pre-school, forging friendly relationships with the staff and each other. Their behaviour is good as they learn the setting's rules and are praised for positive behaviour, such as helping to tidy away the toys, by being given a sticker for their good work. Their independence is encouraged as they learn which colour coded group they are in helping them to locate their coats and Wellington boots for going outside. They are also becoming aware of their own needs and they use the snack bar when hungry and tell staff when they need to use the toilet.

Children's health and welfare is effectively promoted as staff encourage their understanding of healthy living by reminding them to wash their hands before snack and to use tissues to wipe their nose. Children's dietary requirements are comprehensively met as staff check the snack book to ensure they can eat what is on offer and sign to record that this information has been shared with the relevant member of staff or helper ensuring that mistakes are not made. Overall staff effectively plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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