

# Magpies West

Inspection report for early years provision

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<b>Unique reference number</b>	EY345660
<b>Inspection date</b>	08/12/2009
<b>Inspector</b>	Fiona Robinson

<b>Setting address</b>	West Kidlington Primary School, Oxford Road, KIDLINGTON, Oxfordshire, OX5 1EA
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<b>Type of setting</b>	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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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## **Description of the setting**

Magpies West is run by the private provider Magpies Kidlington Limited. This setting opened in February 2007 and operates from rooms within West Kidlington Primary School, Oxfordshire. Children also have the use of the school playground and field for supervised outdoor play. There is ramped disability access to the building. A maximum of 16 children under eight years may attend the setting at any one time and children over eight years are also accepted. There are currently 58 children on roll, of whom 14 are under five years. The club is open each weekday from 07.30am until 09.00am and from 3.15pm to 6.15pm during term time. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The company employs 19 members of staff, of which seven work at any one time, who have a suitable range of qualifications between the team.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The overall effectiveness is good, because the club provides an enjoyable and secure environment for children after their school day. Children are very keen to attend and are fully included in an interesting range of activities. The staff team are very effective at promoting the children's welfare and work hard to ensure their individual needs are met. Partnerships with parents and the host school are good within an atmosphere of community spirit. Manager and staff have a good understanding of the setting's strengths and areas for improvement and demonstrate a good capacity for continued improvement.

## **What steps need to be taken to improve provision further?**

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

- develop planning sheets to record activities
- develop assessment procedures to inform future learning for the youngest children.

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

Children's safety is protected very well, because staff are deployed effectively indoors and outdoors and the children are well supervised. Staff have an excellent understanding of safeguarding issues and regularly undertake risk assessments to ensure the potential for accidents is minimised. The premises are kept very safe and secure and fire evacuation procedures are practised regularly, so that children are familiar with the routine. Robust recruitment and vetting procedures ensure that all adults working with the children are suitable and children stay very safe because staff are vigilant and collection procedures are known and well understood

by parents.

Partnerships with parents are good and information is shared effectively through comprehensive newsletters, informal discussions and via the parent's notice board. They say that children are fully included in the activities of the club. They really appreciate the excellent care their children receive and value the quality of their creative work. They are kept well informed of their children's achievements; however, staff acknowledge that there is a need to develop more formal ways of recording the achievements of the youngest children. Links with the host school are good and the setting benefits from the use of the playground and outdoor environment.

The club is well led and the manager and staff clearly identify strengths and areas for development. Good self-evaluation systems ensure that improvements have a positive impact on the children's experiences. Staff are well deployed and effective use is made of resources to stimulate play. Currently staff are developing planning sheets and assessment journeys to record the achievements of the youngest children. Manager and staff work well together as a team and demonstrate a good capacity to improve. They regularly access appropriate training opportunities and work hard to build on their qualifications, for example updating their knowledge of first aid and attending courses on managing children's behaviour. They actively promote equality and diversity and work hard to ensure that all children are fully integrated and achieve well in their activities. Good progress has been made in addressing the recommendations of the previous inspection. In particular, resources are well organised, safely stored and accessed easily.

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

The environment is bright, stimulating and organised. Staff respond fully to the children's individual needs and support them well in their play. They place a strong emphasis on the value of play and it revolves around exiting topics such as 'Halloween' and 'Winter'. Festivals such as Diwali, Christmas and the Chinese New Year enrich the children's understanding of different faiths and cultures and provide wonderful opportunities for artwork and creative activities.

Children enjoy healthy snacks such as soup, pasta and fruit kebabs. They are kept informed of healthy eating and enjoy planning the menus for snack time. They like to prepare salads and create healthy toppings for their pizzas. They learn the importance of taking exercise and enjoy playing football and ball games outdoors. They learn to use equipment safely as they make healthy sandwiches and benefit from talks on keeping safe. Staff have high expectations of behaviour and are excellent role models. Children behave very well and harmoniously together and co-operate at all times.

They enjoy designing and making crazy creatures from outer space and complete wonderful patterns out of hammer beads. As part of their topic on 'Aliens' they have created alien gardens. They develop a good awareness of environmental issues and make nests for the birds. They enjoy growing cress and making

Christmas crackers. Computer skills are practised regularly and children enjoy performing and singing to one another. Overall, children develop their independence and are well prepared for future learning experiences.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	1
The effectiveness of safeguarding	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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	1
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