

Magic Box Pre-school

Inspection report for early years provision

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Inspector Michelle Tuck

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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*.

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Description of the setting

Magic Box Pre-school opened in 1996. It operates from the village hall in Wellow, a village south of Bath, serving the local rural area with children attending from Wellow, Peasedown St John and nearby villages. The group has access to a large outdoor area which the children use for outdoor physical play.

The pre-school is registered on the Early Years Register to care for 24 children at any one time. There are currently 27 children, on roll, all in the early years age range. There are five members of staff, of which four are qualified to level 3. The group opens from 09.15 to 14.45 on Mondays, Wednesdays and Fridays term time only.

The group receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Well developed knowledge of children's individual needs ensures that staff successfully promote all aspects of children's welfare and learning. Children are safe and secure at all times and enjoy exploring the available resources both indoors and outdoors. Inclusive practice is evident in everything they do, as a result, children make excellent progress given their age, ability and starting points that are shared by parents. In some areas the outcomes for children are outstanding. The setting strives for continuous improvement and constantly self-evaluates practice to ensure the highest standards are achieved.

What steps need to be taken to improve provision further?

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

- continue to develop the partnerships with other providers of the Early Years Foundation Stage to the high standard already achieved with many
- ensure all relevant documentation is available for inspection

The effectiveness of leadership and management of the early years provision

The pre-school is well organised to ensure the safety of children. It is effective in helping children to feel safe so that they settle and learn in a welcoming atmosphere that focuses on individual children's needs and interests. Safeguarding children is prioritised, for example, through the vetting of adults to ensure that staff left in sole charge of children are suitable, however not all relevant data was available at inspection such as dates when Criminal Records Bureau checks were completed. Children are well safeguarded and staff update their training in child protection, so that any welfare concern is identified and responded to

appropriately. The staff takes effective steps to ensure that children are safe indoors and out, and that the furniture, equipment and toys are suitable, very clean and safe. All records required for safe and efficient management to meet all children's needs are well maintained. These include risk assessments that are reviewed regularly with effective action taken to reduce any hazard.

Staff actively promote equality of opportunity so that all children make very good progress in their learning and development. Children's backgrounds are valued and they learn about differences through innovative activities such as having the opportunity to paint using their mouth or feet, as well as the taking part in activities based on festivals. Each child is actively supported through the established, key person system and their parents welcome the written and photographic account of their child's individual progress in their 'special books'. Written procedures are clearly implemented and available to parents so these may be well understood by families to be effective and inclusive for their children. Staff know the children very well, they know what interests the children and provide accordingly. All parents have provided details about their child's individual needs and preferences which helps to ensure individual needs can be planned for effectively.

The staff effectively share high ambitions for the pre-school and successfully implement developments to provide good quality care and education. These developments arise through continuous evaluation of the provision that includes parents' and children's views. The pre-school has developed effective partnerships with the local school, which promotes good continuity of care and education for the children as well as helping to effectively meet their individual needs. They have also made every effort to develop effective partnerships with other providers of the Early Years Foundation Stage which is on-going.

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

Children's learning and development is very well promoted through their play and daily routines. Children are enthusiastic and motivated in their learning. They confidently come into the setting and quickly become involved in the various activities. Staff are skilled at supporting the children engaging them in activities they know they are interested in. Good use is made of all the facilities, which gives children very good space both inside and out. For example, the room is divided into specific areas, such as the craft, book corner and role play area. The outside is used on most days and provides a range of different experiences, including climbing equipment, an area to use ride-on toys and a field for racing games and sports day. The good range of resources are set up every day in low level units to enable children to become independent learners. The pre-school provides a busy, calm environment in which children are purposefully engaged in self-chosen or adult-led play and activities. Consequently, children develop high self-esteem and remain focused for long periods of time.

All children have opportunities to take part in a very good range of challenging and exciting activities. For example, staff have been exploring the impact that 'story

making' has on the children. As a consequence, children listen very well to stories, and are often seen sitting with a friend sharing a book. They hear stories such as 'The Three Little Pigs', they make houses out of sticks, straw and bricks and re-enact the story in the role play area. Children are eager to explore the vocabulary which accompanies the different stories and use their imaginations extremely well. Good interaction promotes children's awareness of the different sizes, shapes, patterns and colours. Children thrive in the child centred environment. Through the use of posters made from photographs of themselves involved in activities, they take ownership and have a strong sense of belonging. Staff make regular observations, which identify children's individual learning and interests. These are linked to the early learning goals and are used very well to identify individual development and to track progress.

Children benefit from outstanding outcomes for being healthy. They enjoy being physical both inside and outside, using ride on toys, climbing and balancing. Children make healthy choices in their snack and help themselves from plates of freshly prepared fruits and savoury choices, with good support from staff who sit with them and talk about healthy eating. Children have access to drinking water throughout the session which ensures they are well hydrated. Children know how to keep themselves healthy by washing their hands routinely after using the toilet and before eating. They spontaneously use soap and individual paper towels, which prevents the risk of cross infection. Staff are excellent role models as they clean tables and wash their own hands before preparing snack.

Children develop a good awareness of how to stay safe. They are involved in regular fire drills and discussions about safety. Children know where they are able to go safely within the setting, for example, they do not enter the kitchen.

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	1

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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
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	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
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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