

# Magpies Preschool

Inspection report for early years provision

---

<b>Unique reference number</b>	EY425468
<b>Inspection date</b>	05/07/2011
<b>Inspector</b>	Tom Radcliffe

<b>Setting address</b>	North Kidlington School, Benmead Road, KIDLINGTON, Oxfordshire, OX5 2DA
<b>Telephone number</b>	07940419253
<b>Email</b>	theteam@kidlingtonmagpies.co.uk
<b>Type of setting</b>	Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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**

Magpies Pre-School registered at its current location in 2011 after operating for approximately three years at a different site. It is run by Magpies Kidlington Ltd who operate out of school clubs at three different schools. Children have access to a purpose built building and an outdoor play area within the grounds of North Kidlington School. All areas conform to current requirements to allow easy access by people with disabilities.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It may accept a maximum of 30 children from two years to under eight years at any one time and all may be in the early years age group. There are currently 54 children in the early years age group on roll. The pre-school is in receipt of funding for the provision of free early years education to children aged two, three and four. It mainly provides for children in the local area.

The pre-school sessions operate from 8.50am until 11.50am and from 12.10pm until 3.10pm on Monday to Friday, term time only. In addition there is a lunch club from 11.50am until 12.10pm to enable some children to stay all day.

There are 10 members of staff employed to work with the children on a full and part time basis. Of these, eight have a relevant qualification at level 2 or above and two are working towards a qualification.

The nursery currently supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

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

Overall the quality of the provision is good.

The bright and friendly setting is a lively place for children as they play, make choices and show emerging levels of independence. The setting has a good understanding of children's individuality which helps to ensure that their learning and welfare needs are given good attention. Children flourish in a child-friendly and supportive environment as they access interesting and appropriate learning opportunities. Partnerships that are in place with parents and local schools ensure that most children are able to make good progress. In addition the provider has processes of self-evaluation in place which enable the setting's strengths and weaknesses to be understood. This enables the effective manager to make necessary modifications to enhance outcomes for children.

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

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

- increase the impact of information and communication technology on children's learning.

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

The setting has informative written policies and procedures in place which all parents can access. This ensures the safe and efficient management of the setting which is very forward looking in its ambitions. Children are very well safeguarded as staff understand and implement effective procedures. All staff are vetted for suitability, visitors are monitored and working practices protect children's interests. Children enjoy the freedom that the setting gives them to explore indoors and use outside spaces when they want to. Their safety is promoted at these times as all aspects of the premises are risk assessed to minimise potential hazards. This has a very positive impact on children's confidence and ability to make decisions. Children's good health and well-being is promoted by staff as they deal with accidents or use hygienic daily routines.

The provider ensures that the setting uses self-evaluation to gain an accurate understanding of what it does well and what may need to be improved. The manager gains feedback from parents, children and staff as she sets targets and priorities for improvements. Regular staff meetings provide a meaningful forum for discussions about modifications in the setting. The setting has made steady progress since it registered in its new premises. A good working partnership with parents helps the setting meet children's needs and understand them as individuals. In addition the setting works with a good understanding of the need to maintain wider partnerships to support children's ongoing learning and development. This, for example, supports children's transition into school effectively.

Children play in modern, well designed accommodation which is spacious and interesting to them. All aspects of their learning and development are provided for, with interest areas both indoors and outdoors. Staff respond well to the choices made by children as they facilitate a large amount of child-led play. They also take a more direct lead in groups when required to do so. Staff interventions usually enhance children's learning and understanding as they encourage children to think about what they are doing. The setting promotes inclusive practice at all times, as all children are treated as individuals who have the capacity to build on what they can already do. Staff enable children to have an understanding of their diverse world in an age appropriate way. Children with special education needs are supported well in the setting as they regularly receive one to one support and their needs are well understood.

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

Children generally make progress as they access appropriate learning opportunities which can be mainly child-led. The setting has effective systems in place to understand children's starting points, interests and learning styles. Attentive staff use a range of observations to gain an understanding of the progress that children make. They also gain evidence to understand how children interact with each other and if they are challenged as they play. Assessment information is used constructively to plan for future learning and to track progress towards early learning goals. Parents are able to access a range of written development information about their children's time in the setting. The setting has a good understanding of the Early Years Foundation Stage (EYFS) and of how children learn best through play and direct experience.

Staff skilfully accommodate children's ideas about their play. As a result highly mobile children decide to tackle a series of interesting play opportunities throughout the setting. While indoors children create scenes with tracks and trains, share books together and take part in elaborate role play using an area set up as a cafe. They also use musical instruments to create sounds and toy telephones to have conversations. There are many opportunities for children to take part in mark making, both indoors and outdoors, with writing having a high status in the setting. While playing with a direct adult lead children describe the taste of a range of fruits, think about letters and their sounds and take part in a mini sports day. Children's language development is supported very well as children of all ages answer questions and confidently express themselves. Children encounter mathematical ideas through practical experiences, for example, at snack time. In addition children show a pride in their work and talk about it amongst themselves, for example, when watering tomatoes that they had planted.

Children's welfare is promoted effectively. Children are properly safeguarded and have a growing understanding of their own safety and that of others. The setting is a constructive social experience for most children as behaviour is good. Adults contribute to this with a relaxed approach to behaviour management. Most children are able to share, take turns and include each other in their play. Some children are able to manage their own behaviour with an ability to solve potential conflict. Children grow with an understanding that other children may differ from themselves. This occurs naturally as children of all ages and abilities play together within the setting. Children apply themselves to play for appropriate amounts of time and use skills that they have already acquired. They also are learning that different activities require a different response from them as participants. This means that they know how to listen to stories, share play or be independent of others.

Outcomes for children are promoted effectively. Children enjoy making choices, using their imaginations and taking part in conversations. They are very well motivated to explore and think about what they want to do. Children feel very safe and understand that they can take responsibility for their own safety. Children have secure and trusting relationships with adults which form a firm basis for their

learning and development. Children show that they understand the value of making healthy life choices as they discuss healthy eating, drink regularly and maintain personal hygiene. In addition children respond well to the expectations that adults have of them as young learners. Children generally acquire skills and abilities which are age appropriate and their progress ensures that most children are prepared well for future learning 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

<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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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	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

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](http://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