

# Magpies West

West Kidlington Primary School, Oxford Road, KIDLINGTON, Oxfordshire, OX5 1EA

<b>Inspection date</b>	26/11/2014
Previous inspection date	08/12/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- The provider does not ensure that staff implement the behaviour management policy in order to manage children's behaviour effectively. In addition, the behaviour of older children is affecting younger children's experiences and involvement in activities, which hinders their learning and, at times, compromises their safety.
- The provider does not provide appropriate supervision, training and support for staff. As a result, staff do not have sufficient knowledge of how to manage children's behaviour effectively to help them learn how to acknowledge their feelings.
- The provider does not ensure that the manager keeps a record of children's attendance readily available and accessible, as required. This means it is not clear when children are present to demonstrate they are meeting ratios requirements.
- Staff do not always encourage good hygiene practices for all children to promote a healthy lifestyle.

### It has the following strengths

- Staff understand procedures to follow if they are concerned about a child's welfare.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's activities indoors.
- The inspector had a discussion with the manager.
- The inspector talked with staff, some children and parents to obtain their views.
- The inspector scrutinised a ranged of relevant documentation relating to safeguarding, suitability records, policies and procedures.
- The inspector offered to carry out a joint observation with the manager.

## Inspector

Helen Porter

## Full report

### Information about the setting

Magpies West is run by the private provider, Magpies Kidlington Limited. This setting registered in February 2007 and operates from a classroom within West Kidlington Primary School, Oxfordshire. They have use of the school playground and field for supervised outdoor play. There is ramped disability access to the building. There are currently 65 children on roll, of whom 10 are in the early years age range. The setting is open each weekday from 7.30am until 9am 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 four members of staff, three of whom hold suitable childcare qualifications.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all staff receive appropriate supervision, training and support in order to manage children's behaviour effectively so that children are not exposed to risks
- ensure that staff are well deployed and children are adequately supervised to ensure their safety, particularly when older children become disruptive
- implement an effective behaviour management policy and procedure to support children's personal, social and emotional development, including how children will be enabled to manage their feelings and behaviour in groups, and how clear and consistent boundaries and behaviour management strategies will be put in place
- ensure the required records are readily available and easily accessible, with particular regard to the daily record of children's attendance.

#### To further improve the quality of the early years provision the provider should:

- improve routine hygiene practices for children to promote their good health, for example by encouraging all children to wash their hands before mealtimes.

### Inspection judgements

**How well the early years provision meets the needs of the range of children who attend**

Staff provide a suitable range of activities and resources that encourage children's development through a variety of learning experiences, although on occasions, older children's behaviour affects younger children's level of involvement. The conversations and discussions between the children and staff help to support children's ongoing language development. Staff use some skilful questioning techniques that encourage children to communicate and think before they answer.

Staff provide regular outside play so children have access to fresh air and exercise. Inside, children construct models of buildings with blocks and create mosaics with small beads. These experiences help them to develop their smaller muscles and practise coordinating their whole-body movements. Staff introduce appropriate mathematical concepts, such as using rulers for measurements, into children's activities. They encourage children to count objects and recognise numbers during their play. Children express themselves through art and practise early writing skills because staff provide plenty of easily accessible resources.

Staff plan appropriate activities and resources towards children's interests. They encourage the children to make choices about what they do. They gather their likes and dislikes through discussions and feed this information into their future plans. Staff record children's achievements in learning journals to monitor their progress and identify areas for their next steps in learning. Parents are kept informed about their child's day, through daily verbal communication and opportunities to share the learning journals.

### **The contribution of the early years provision to the well-being of children**

Staff do not consistently manage children's behaviour effectively or follow the setting's behaviour policy, which compromises children's well-being. At times, the behaviour of older children affects younger children's experiences and puts their safety at risk. For example, older children pushed other children into chairs and staff failed to manage this behaviour effectively. Despite this weakness in behaviour management, the key-person system is generally effective. Each key person takes responsibility for liaising with the parents of the children in their group and is aware of each child's personality and preferences. This, along with some friendly interactions observed between staff and parents, helps children to build a sense of security.

Occasionally, the environment is disruptive, due to staff's lack of behaviour management and supervision of children. Staff provide adequate resources which are easily accessible for the children. Staff promote children's independence and self-help skills well, as they encourage them to pour their own drinks and feed themselves. They place bowls with food on the tables so that children can serve their own food. However, they do not always promote good hygiene practices, as they do not encourage all children to wash their hands before their meal.

Staff are developing systems to work in partnership with other professionals, such as the onsite school teachers. For example, they are introducing a communication book to allow all professionals and parents involved with the children to share information more

effectively.

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

The provider does not ensure all staff receive appropriate supervision, training and support, particularly in how to manage children's behaviour effectively. As a result, staff make inconsistent attempts to manage some behaviour, as they do not follow the setting's behaviour policy. This means the manager does not monitor and support practice effectively to ensure children's ongoing well-being and safety.

The provider does not ensure the manager keeps all requirement records readily available and accessible, with particular regard to the records of children's daily attendance. This means the manager is unable to demonstrate when children are present to show whether ratios are being met to help promote children's welfare. The manager uses some systems that help to evaluate the quality of the provision. For example, parents contribute their views of current practice and procedures through questionnaires and staff gather children's preferences through discussions. The manager assesses the building to identify risks and hazards to children. However, these systems are not effective enough to keep children safe at all times. This is because the manager does not take the necessary measures to maximise the safety of the younger children in relation to the behaviour of the older children.

There are sound recruitment procedures to ensure that all adults working with children are suitable to do so. The provider carries out the appropriate vetting checks on all staff to help keep children safe. New staff receive an appropriate induction to make sure that they are supported to understand their responsibilities. Staff show a clear awareness of the appropriate procedures to follow if they have a concern about a child. They confidently state the signs that would cause them concern and the people to contact for further advice and support. This helps to protect children's welfare.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- ensure that all children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)

- take all necessary measures to minimise any risk to the safety of the children, with particular regard to managing children's behaviour (compulsory part of the Childcare Register)
- keep a daily record of the names of children looked after on the premises and their hours of attendance, and retain these records for a period of two years (compulsory part of the Childcare Register).
- ensure that all children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register)
- take all necessary measures to minimise any risk to the safety of the children, with particular regard to managing children's behaviour (voluntary part of the Childcare Register)
- keep a daily record of the names of children looked after on the premises and their hours of attendance, and retain these records for a period of two years (voluntary part of the Childcare Register).

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY345660
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	828496
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Magpies Kidlington Ltd
<b>Date of previous inspection</b>	08/12/2009
<b>Telephone number</b>	077 26051043

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate  
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