

Magpies Preschool

North Kidlington School, Benmead Road, KIDLINGTON, Oxfordshire, OX5 2DA



Inspection date

29 January 2015

Previous inspection date

5 July 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Although staff interact pleasantly with children, they do not use questioning effectively to encourage children to think critically or to explore their ideas further. This affects how well children gain skills that prepare them for the next stage of their learning, such as starting school.
- Staff do not ensure that the daily attendance register consistently records children's hours of attendance. This is a breach of legal requirements of the Early Years Foundation Stage and associated requirements for the Childcare Register.
- Self-evaluation processes are not fully robust to identify and target all weaknesses effectively.

It has the following strengths

- Children generally enjoy their time at the pre-school and are well occupied. They have a range of toys and resources available to them that cover the areas of learning.
- Children benefit from the praise offered by the staff, this helps them to behave well while learning to share and take turns.
- Staff have positive partnerships with parents, carers, other professionals and settings. This promotes a secure approach to supporting children's care and learning needs.

What the setting needs to do to improve further

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

- maintain a daily record of the names of the children being cared for on the premises and their hours of attendance
- improve staff knowledge and understanding of the learning and development requirements to ensure that they are able to support children through purposeful interaction and activities.

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

- develop the self-evaluation processes to clearly identify areas for development and improvement to support children's care and learning needs, including monitoring staff's practice to identify improvements.

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

- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed activities and play experiences available to children.
- The inspector observed interactions between children and staff.
- The inspector asked staff questions about their work and observed practice with the manager.
- The inspector spoke to some parents about their views and opinions of the pre-school.
- The inspector sampled the pre-school's documentation and children's development records.

Inspector

Tracy Bartholomew

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The inconsistencies in the quality of teaching mean that children's progress is not as rapid as it could be in some areas. However, children enjoy exploring creative materials, such as painting on their hands and investigating letters within foam. Staff promote children's mathematical development well, using numbers in everyday activities. In addition, children explore with equipment to gain an understanding of volume and measurements as they fill jugs and carry them, full of water, to guttering tubes. Staff complete detailed observations and assessments on the children, which highlights their ongoing achievements to set realistic learning targets. Children with special educational needs and/or disabilities benefit from positive support overall.

The contribution of the early years provision to the well-being of children requires improvement

The lack of accurate attendance records means that staff cannot easily determine, when necessary, who is present in the pre-school, for example, in case of an emergency. Children make strong friendships within the pre-school, which helps them to feel self-assured and confident in each other's company. They are contented and play happily with the available toys and resources. Children are secure in the pre-school as they initiate and extend their own play and learning. The key person approach works well and staff know children's developmental stages. Children independently select activities that meet safety standards throughout the pre-school, which supports children's interests. Staff provide children with snacks that are balanced and nutritious. Snack times also promote children's independence. For example, when children have toast they are encouraged and supported to spread their chosen topping. Children's health and well-being is well supported as staff provide daily opportunities to play outside and be active.

The effectiveness of the leadership and management of the early years provision requires improvement

The management team have an adequate understanding of the Early Years Foundation Stage. However, arrangements to monitor the quality of teaching and other aspects of the provision are not fully robust. All required policies and procedures are in place. Staff demonstrate a suitable understanding of how to safeguard children in relation to child protection responsibilities. They know the possible signs and symptoms of child abuse and demonstrate a secure awareness of how to record and report concerns. This helps to protect the children while they are at the pre-school. Staff comment that they are well supported and there are processes to mentor, train and appraise them. Parents are happy with the pre-school and comment that staff are friendly and always available to talk to them. This gives them reassurance of their child's well-being.

Setting details

Unique reference number	EY425468
Local authority	Oxfordshire
Inspection number	823170
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	58
Name of provider	Magpies Kidlington Ltd
Date of previous inspection	5 July 2011
Telephone number	07940419253

Magpies Pre-School re-registered in 2011 at its current location after operating for approximately three years at a different site. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. They operate from a separate building within the grounds of North Kidlington School. The provision operate from 8am until 6pm Monday to Friday, term time only, offering wrap around care to school age children. The pre-school operates from 8.45am to 11.45am and then 12.15pm to 3.15pm, offering a lunch club from 11.45am to 12.15pm to enable some children to stay all day. The pre-school is in receipt of funding for the provision of free early years education to children aged two, three and four. The pre-school employs 10 staff, all of whom have appropriate early years qualifications.

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.

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