

Magic Moments Pre-School

1st Baldock Scout, Park Drive, Baldock, Hertfordshire, SG7 6EN

Inspection date

25 June 2015

Previous inspection date

14 December 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is consistently good and some is outstanding. For example, after studying the life cycle of caterpillars, children use material to act out being in a cocoon. Staff challenge this superbly by encouraging children to move in different ways.
- The environment is stimulating and friendly with busy, happy and active children who enjoy interacting with their friends.
- The key-person system supports children very well. Each member of staff knows their key children well and are skilful in supporting their well-being. This means that children feel secure and form strong attachments with their peers and adults.
- Partnerships with parents are strong. Staff and parents regularly exchange information about the children, building continuity of care and learning for the children.
- Staff use self-evaluation processes effectively. Feedback from parents, local advisors, and recommendations from previous inspections determine targets and continuous improvement. These successful developments have a positive impact on the children.

It is not yet outstanding because:

- Occasionally, staff do not ask children to think about how materials change because of the way they have been played with. This means children's understanding of cause and effect is not fully maximised.
- The provider does not make best use of staff supervisions to support all staff to deliver outstanding quality of teaching.

What the setting needs to do to improve further

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

- encourage and support children in noticing the changes in properties of various media and materials, exploring cause and effect through their activities
- extend the monitoring of staff performance to support the swift sharing of outstanding teaching to support children's rapid progress.

Inspection activities

- The inspector observed activities in the hall and the outside area.
- The inspector sampled a selection of documentation including policies, evidence of suitability, qualifications, first-aid certificates and information provided by the provision.
- The inspector held a meeting with the manager.
- The inspector reviewed a selection of children's observation and assessment development files with key persons.
- The inspector spoke to parents, staff and children, and took their views into consideration during the inspection.
- The inspector reviewed the provider's self-evaluation form.

Inspector

Elke Rockey

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff use observations of the children to effectively identify their starting points and promote their learning. This ensures children make good progress in their learning, and therefore, their readiness for school. Key persons share the regular assessments of their key children with their parents. This means that parents can complement children's learning at home. Staff spend time playing with the children, supporting children's social skills. They ask children skilful questions and introduce new vocabulary during conversations, which supports children's communication and language development effectively. Children are able to explore a variety of materials. However, occasionally, some staff do not encourage children to consider why or how materials and resources change while playing with them. For example, children explore the different ways they can use a straw to move paint. However, staff do not discuss the effect this creates with the children. As result, children are not gaining a full awareness of cause and effect. Staff inspire children to express their thoughts and imaginations. They provide additional resources, such as watering cans and magnifying glasses, to extend children's learning. This effectively helps children to develop their understanding of the natural world.

The contribution of the early years provision to the well-being of children is good

Staff offer a very flexible settling-in process, meeting the needs of all children and their families. Children become confident because staff value their ideas and join in the games children initiate. Children behave well and follow the routine of the pre-school. For example, children encourage each other to tidy up and mealtimes allow children to practise independence skills fully. Staff also give children sufficient time to persist at tasks, such as dressing themselves for outdoor play. Children are gaining a good awareness of healthy lifestyles, as they talk about how to get stronger by doing different exercises. Additionally, children take part in activities where they have to use different parts of their body. This promotes large muscle coordination. The pre-school shares information with schools and other settings that children attend, in order to encourage a smooth move to other settings.

The effectiveness of the leadership and management of the early years provision is good

The manager is highly qualified and has a strong understanding of the Early Years Foundation Stage. Safeguarding is a high priority in order to protect children. All staff are knowledgeable about what to do in the event a concern needs to be raised. Staff track children's individual progress and the manager further monitors this information for the groups of children ensuring any concerns are identified early to narrow the gaps in learning. The manager completes supervisions with staff, including observing their practice, to support their quality of teaching. However, she does not make full use of a variety of strategies to support all staff to provide outstanding quality of teaching, that promotes children's rapid learning. For example, she does not make good use of peer observations to encourage staff to share exceptional practice more swiftly.

Setting details

Unique reference number	EY239397
Local authority	Hertfordshire
Inspection number	870063
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 3
Total number of places	32
Number of children on roll	57
Name of provider	Magic Moments Pre-School Committee
Date of previous inspection	14 December 2009
Telephone number	07980 400690

Magic Moments Pre-School was registered in 2003. The pre-school employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above, including one with Early Years Professional status. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two- and three-year-old children.

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