

Magpies Preschool

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



Inspection date

13 December 2016

Previous inspection date

7 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager has improved the quality of the provision since the last inspection.
- The strong focus on children's personal, social and emotional development means that children enjoy their time at pre-school and become confident learners.
- Staff manage children's behaviour effectively. Children respond well to staff's positive methods and appropriate use of praise.
- Parents value the pre-school greatly. There are good settling-in procedures in place when children first start. Close working relationships with the adjacent school help to support children when they move on to the next stage in their learning.
- Children make good progress. Strategies to support those at risk of under-achievement are proving successful. This means they are catching up quickly.
- Healthy lifestyles are promoted well. Children enjoy a balanced breakfast and snacks. Parents are given useful information and advice on how to ensure children's packed lunches are nutritious.

It is not yet outstanding because:

- Information to demonstrate the effective monitoring of children's learning and development and rigorous staff supervision is not well organised or easily available for inspection.
- Closer management oversight is needed to ensure that the arrangements for the recording of observations and assessments of children's learning and development are fully effective.

What the setting needs to do to improve further

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

- ensure that information relating to monitoring, staff supervision and the learning and development of the children is well organised and easily available for inspection
- improve the monitoring of the system for recording observations and assessments so that managers have a clear overview of the progress that all children, and groups of children, are making.

Inspection activities

- The inspector spoke to parents and took their views into account.
- The inspector spoke to staff and children at suitable times throughout the inspection.
- The inspector observed the quality of teaching and children's learning both inside and outdoors.
- The inspector carried out a joint observation with the manager of the pre-school.
- The inspector sampled the pre-school's documentation, including records of children's learning, staff suitability checks and the self-evaluation.

Inspector

Penny Fisher, Her Majesty's Inspector

Inspection findings

Effectiveness of the leadership and management is good

The pre-school's self-evaluation is accurate. The manager has a clear understanding of the strengths and areas for development in the setting. Opportunities for staff to attend relevant training are identified. This ensures that staff are able to develop their roles to benefit the quality of the provision. For example, the manager has ensured that the member of staff responsible for supporting children with special educational needs and disabilities is experienced and well-qualified. Safeguarding is effective. Staff have attended the training they need to ensure they understand how to protect the children in their care. Leaders and managers understand how to recruit staff safely and ensure staff's ongoing suitability. Effective systems to ensure that the premises are safe and secure mean that children cannot leave the nursery unattended.

Quality of teaching, learning and assessment is good

There is a broad range of challenging experiences for children. For example, they investigate maps as they try to locate Father Christmas. They begin to explore the concept of distance as they talk about things being near or far away. Staff understand how to encourage children's learning; they make activities fun. For example, they hide instruments and ask the children to identify them from the sounds they hear. Children begin to listen carefully and learn new words such as tambourine. They show pride in their achievements when they recognise the sound of bells. Because they are interested, even the younger children concentrate well for long periods and are keen to join in. Staff teach children to link sounds to letters, for example, when they play board games with their school-age friends during breakfast club. The play space is arranged well and enables children to confidently explore and help themselves to resources.

Personal development, behaviour and welfare are good

Staff treat children with warmth and respect. Children are listened to and valued. This means that they make good progress in their social development. Children are learning to treat each other kindly and make good friendships. For example, they help each other with their coats when getting ready to go outside. Staff have high expectations of children's behaviour. Those that need extra help to understand the pre-school boundaries are well supported. Staff share strategies and use these effectively so the children learn right from wrong. Children belong to 'family groups' within the pre-school. This ensures that children quickly become familiar with the routine and form good relationships with the staff.

Outcomes for children are good

Children are well occupied in purposeful play and learning. They are able to express their own ideas. For example, they make imaginative use of handprints, glitter and sparkles to create their own card designs. Children are developing their independence in readiness for school. For example, they enjoy the responsibility of helping to lay the table at snack time and practise carrying plates full of food. Children learn to treat the resources with respect and understand they are expected to help with tidying away. They also learn to manage risk, for example, using scissors safely and with increasing skill and confidence.

Setting details

Unique reference number	EY425468
Local authority	Oxfordshire
Inspection number	1073677
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	32
Number of children on roll	48
Name of registered person	Magpies Kidlington Limited
Registered person unique reference number	RP901703
Date of previous inspection	7 January 2016
Telephone number	07726051044

Magpies Preschool registered in 2011. It is based in self-contained premises on the grounds of North Kidlington School. The pre-school is in receipt of funding for the provision of free early years education to children aged two, three and four years. The pre-school employs 11 staff, all of whom have appropriate early years qualifications. The main pre-school morning session is from 9.00am until 12.00 noon, but the pre-school opens earlier in the morning to allow for dropping off the primary school children, who start at 8.45am. The afternoon session runs from 12.00 noon until 3.00pm and incorporates lunch. The pre-school allows for a late pick up before primary school ends at 3.15pm.

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