

Magna Minors Pre-School

2 High Street, Chew Magna, Bristol, BS40 8PW



Inspection date

Previous inspection date

26 June 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Management is strong and there is clear motivation to continually develop the pre-school. Management outlines areas for improvement effectively, such as enhanced processes for assessing children's development, to improve outcomes for children.
- Staff are caring and attentive. Children demonstrate that they feel safe and secure. They are confident to explore and play, and really enjoy their time at the pre-school.
- Staff plan and deliver a broad range of interesting activities, inside and outside, which provides children with good opportunities to be active and engage in exploratory play.
- Staff develop good partnerships with parents and other settings children attend, supporting a consistent approach for children. Parents receive daily information about the activities taking place and learn about their children's progress through regular meetings.
- Children behave well. They respond positively to the staff's gentle reminders about the boundaries that are in place for safety and behaviour, and they enthusiastically get involved in tidying away the activities.

It is not yet outstanding because:

- Not all staff adapt adult-led activities well enough to ensure that they fully challenge and engage children in their learning.
- The manager does not focus sharply enough on supporting all staff as effectively as she could, so they can identify and share good practice to raise the quality of teaching further.

What the setting needs to do to improve further

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

- develop all staff skills more to enhance the support children receive during adult-led activities, to challenge and engage them all consistently
- strengthen systems to focus more sharply on helping all staff to identify and share good practice to raise the quality of their teaching skills further.

Inspection activities

- The inspector observed activities in all of the play rooms and the outside learning environment, and conducted a joint observation with the manager.
- The inspector held a meeting with the manager and provider of the pre-school. She spoke to staff and children during the inspection, when appropriate.
- The inspector looked at children's assessment and planning documentation, the pre-school's risk assessment and safety records.
- The inspector checked evidence of the suitability and qualifications of staff working within the pre-school, the manager's evidence of self-evaluation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day and by reading their comments on messages given to the manager.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff supervise children well. Management and staff have a good understanding of safeguarding procedures. Staff follow comprehensive risk assessment processes for all areas, successfully identifying and minimising hazards to children. There are effective systems for recruiting staff, thorough induction processes and regular monitoring to support staff. The provider ensures the staff remain skilled and knowledgeable. She works closely with managers at the pre-school and senior colleagues at their other nursery. They keep abreast of changes to legislation and cascade this to the staff team. They encourage the professional development of staff and liaise with external professionals, for example, to support staff to complete early years qualifications.

Quality of teaching, learning and assessment is good

Overall, staff are skilled at stimulating children's interest and holding their attention. Senior qualified staff introduce new experiences to children through well-planned adult-led activities. Topics, such as insects, help children learn about the natural world. For example, children are fascinated to watch a butterfly emerge from its cocoon, and they play matching and sorting games and discuss if the insects have wings or legs. Linked planned activities offer children the opportunity to consolidate their understanding of new concepts and ensure they learn across multiple areas of learning. For instance, children recall earlier experiences as they eagerly make bug houses in the outdoor area. Staff ask probing questions to encourage children to think and develop their ideas. Children discuss and plan where they will place their houses and what insects they hope will live in them.

Personal development, behaviour and welfare are good

New children receive sensitive help from staff to settle and quickly grow in confidence. Parents are very positive about the friendly and approachable staff team. Staff are responsive to children's needs and quickly give reassurance and support when children are upset or need help. Children learn to appreciate the company of others. They enjoy social mealtimes and playing games with their friends. Staff set up the all-weather playground well so that children are inspired to be active in the fresh air. They join in with children's exploration, extending their learning effectively. For example, children play ball games cooperatively. They try out their skills and become increasingly accurate.

Outcomes for children are good

Children make good progress and gain the skills they will need for their move on to school. Young children spend periods of time at their chosen activities alongside the reassuring support of staff. Older children are confident to try new experiences. They listen well and show determination to achieve. Children's literacy skills develop well. For example, younger children readily explore books and snuggle in with staff to enjoy a story. Older children show a very good knowledge of letters and the sounds they represent. For instance, they name items that begin with the pre-school's letter of the week. They use writing materials well and confidently write their name to label their pictures.

Setting details

Unique reference number	EY487799
Local authority	Bath & NE Somerset
Inspection number	1010515
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	38
Number of children on roll	69
Name of registered person	Helen Carreyett and Marlene Broad Partnership
Registered person unique reference number	RP902395
Date of previous inspection	Not applicable
Telephone number	01275 333900

Magna Minors Pre-School has been operating as part of its sister nursery since 2000 and then in its own right since 2011, registering at the current premises in 2015. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications ranging from level 2 to level 6, including one who holds qualified teacher status. It opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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