

# Magic Box Pre-School

Wellow Village Hall, Wellow, Bath, BA2 8QQ



|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 11 December 2017 |
| Previous inspection date | 15 May 2015      |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Good        | 2        |
| 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

- Managers and staff know all children well. They provide a wide range of learning experiences and children are keen to invite them into their play. All children make good progress from their initial starting points.
- Managers and staff are good role models. They support positive behaviour consistently and teach children to be kind and tolerant. Children work well together. They share, look after each other and are proud of their achievements.
- Partnerships with parents are good. Parents receive regular information about their children's learning and how this could be supported at home. Parents speak highly of the managers and staff. They value the care and learning their children receive.
- Managers lead the staff team well. They evaluate the setting and identify strengths and areas for development. They have addressed the recommendations from the last inspection and maintained their good-quality teaching and children's good outcomes.

### It is not yet outstanding because:

- At times, some staff do not recognise opportunities to extend and challenge the most able children's abilities so they learn as much as possible from the good activities staff provide.
- Managers do not use assessment information sharply enough to check on the progress that groups of children make, to target teaching and ensure any gaps in learning are closing rapidly.

## What the setting needs to do to improve further

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

- support staff to recognise when to extend and challenge the most able children's interests more consistently, to help them make more rapid progress in their learning
- use information from assessments more effectively to monitor the progress being made by different groups of children and target teaching even more precisely.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including attendance records, accident and incident records, staff suitability checks, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection, and held meetings with one of the managers.
- The inspector completed a joint observation with one of the managers.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection, and from written feedback.

### Inspector

Julie Swann

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff keep up to date with changes in child protection legislation. They have a good understanding of the procedure to follow should they have a concern about a child's welfare. Managers implement systematic recruitment, appraisal and vetting procedures, to help ensure all staff are suitable for their role. Managers work alongside the experienced staff team daily and provide good leadership. For example, staff attend regular team meetings and supervisions, to help monitor and improve the quality of their practice. Managers and staff update their skills and knowledge regularly. They access a wide range of professional development opportunities. For example, through targeted training staff have increased their knowledge of how children can be creative, using natural resources outdoors. Managers work closely with a range of other professionals to support continuity in children's care.

### Quality of teaching, learning and assessment is good

Staff complete observations and assessments of children's achievements. Overall, they use this information effectively to plan for children's ongoing learning. Staff support children's language skills well. For example, they model and reinforce new words, such as 'parmesan' and 'ferment'. Staff encourage children to discover different textures and experiment. For instance, children build rockets and spaceships with wood. They manipulate clay to make 'robins' and have great fun as they paint. Staff encourage children to play imaginatively. Children make mud pies and cakes. They giggle as they become pirates, train drivers and space rangers. Staff help children develop a love of books. Children enjoy listening to, and joining in, with stories. They begin to recognise familiar words and learn to segment the letters of the alphabet into sounds.

### Personal development, behaviour and welfare are good

Children are happy and demonstrate a strong sense of belonging. They have formed good relationships with staff, who are very aware of individual care needs. Staff teach children to follow good hygiene routines. For example, they provide them with healthy snacks and children learn the importance of handwashing. Children benefit from lots of outdoor learning. They are physically active, learn to stay safe and delight in exploring the garden and woodland areas. Children gain an understanding about the world around them. For example, they visit places of interest, such as the local church, go on outings in the community and learn about a range of festivals, such as Diwali, Eid and Hanukkah.

### Outcomes for children are good

All children make good progress in readiness for their eventual moves to school. Children are sociable, independent and inquisitive. They develop their mathematical understanding well. For example, children count, identify shapes, think about size and capacity, and match objects. Children have lots of opportunities to practise their early technology skills. They are fascinated as they navigate cars and use the computer.

## Setting details

|  |                               |
|--|-------------------------------|
| <b>Unique reference number</b>                   | 133046                        |
| <b>Local authority</b>                           | Bath & NE Somerset            |
| <b>Inspection number</b>                         | 1089455                       |
| <b>Type of provision</b>                         | Sessional provision           |
| <b>Day care type</b>                             | Childcare - Non-Domestic      |
| <b>Registers</b>                                 | Early Years Register          |
| <b>Age range of children</b>                     | 2 - 4                         |
| <b>Total number of places</b>                    | 24                            |
| <b>Number of children on roll</b>                | 26                            |
| <b>Name of registered person</b>                 | Magic Box Playgroup Committee |
| <b>Registered person unique reference number</b> | RP905657                      |
| <b>Date of previous inspection</b>               | 15 May 2015                   |
| <b>Telephone number</b>                          | 07712369130                   |

Magic Box Pre-School registered in 1996. It operates from the village hall in Wellow, south of Bath. The pre-school opens from 9am to 3pm on Monday, Wednesday and Friday, during term time only. There are five members of childcare staff, all of whom hold an appropriate qualification at level 3. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

