

Magical Moments Preschool

Working Adult Learning Centre, Bonsey Lane, Woking, Surrey, GU22 9PP

Inspection date	21 February 2018
Previous inspection date	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

- Staff support children to make good progress from their starting points, including children who are learning English as an additional language. They skilfully capture children's interest in learning and provide them with good challenge. Children are motivated and enthusiastic learners.
- Staff successfully promote children's good behaviour and social skills. Children independently remind others whose turn it is during small-group games. They form firm friendships and often laugh and smile during their play.
- Staff provide positive role models which children copy. Children confidently repeat what they see staff do. For instance, they concentrate very well and persist while writing on a whiteboard and pretending to be teachers.
- Leaders, managers and staff effectively evaluate and continually improve the good quality of the pre-school. Staff provide children with an exciting learning environment. Since registration, they have made good use of a covered outdoor play area to provide activities which complement well what children learn indoors.

It is not yet outstanding because:

- Staff do not consistently share children's next steps to promote continuity in their learning and development.
- Although partnerships with parents are good, sometimes staff do not work effectively with parents to help all children develop the self-care skills they need for starting school.

What the setting needs to do to improve further

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

- improve staff knowledge of all children's next steps to promote continuity in their learning and development even further
- develop partnership working with parents more to consistently help all children develop the self-care skills they need for starting school.

Inspection activities

- The inspector observed indoor and outdoor activities.
- The inspector completed a joint observation with the manager.
- The inspector checked a sample of documentation.
- The inspector talked with children, parents and staff.
- The inspector discussed self-evaluation.

Inspector

Catherine Greenwood

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff complete safeguarding training at induction and every three years thereafter. Leaders and managers regularly check staff understanding of child protection procedures. They work effectively with other agencies to protect children's welfare. Leaders coach and support staff to improve their good teaching practice continually. Since registration, staff have received training that has enabled them to manage children's challenging behaviour effectively. Staff have also improved their understanding of when to join in children's play and when to leave children to play independently. Managers regularly check children's progress. Staff successfully identify and reduce most gaps in children's learning quickly. Staff communicate well with other early years provision to promote continuity in children's care and learning.

Quality of teaching, learning and assessment is good

Staff successfully develop children's concentration during group activities. They ask questions that challenge children to think and respond. Children use a wide range of vocabulary to communicate with staff and their friends. Staff support and encourage children, who often choose to repeat activities and practise what they learn. For example, they eagerly use scissors and crayons to make Chinese lanterns, snakes and lions. Children confidently and proudly show adults their creative designs. Staff promote children's pre-reading and writing skills effectively. They teach children to recognise and write their name and learn the sounds of letters. Staff work effectively with other agencies to support children who have special educational needs (SEN) and/or disabilities.

Personal development, behaviour and welfare are good

Overall, staff use the key-person system effectively to meet children's individual needs. Staff welcome children warmly when they arrive. They get down to children's level, provide reassurance and work with parents to help children settle and feel secure. Children form close emotional relationships. Staff support children to develop new skills. For instance, they show them how to use scissors and staplers while making Chinese lanterns. Staff successfully promote children's cooperation. Children laugh with excitement while throwing and catching balls with their friends. Staff support children's good health effectively and teach them to do things for themselves.

Outcomes for children are good

Overall, children develop the skills they need for starting school. For example, they confidently identify the sounds of letters, count in numerical order and identify numbers. Some children identify which numbers are biggest and identify shapes such as a trapezium. Children use tools to manipulate modelling dough. For example, they use lolly sticks, rolling pins, cutters and their fingers to create designs.

Setting details

Unique reference number	EY493742
Local authority	Surrey
Inspection number	1026353
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 - 4
Total number of places	32
Number of children on roll	54
Name of registered person	Magical Moments Pre-school Limited
Registered person unique reference number	RP533797
Date of previous inspection	Not applicable
Telephone number	07875569495

Magical Moments Preschool registered in 2015. It is located in Woking, Surrey. The pre-school opens Monday to Friday, during term time, from 9am to 3pm. There are nine staff employed to work with the children, of whom, six hold appropriate qualifications at level 3 and above. The setting receives funding to provide free early education to children aged two, three and four years old.

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