

Magpie Pre-School

C/o Boughton Methodist Primary School, School Lane, Faversham, ME13 9AW



Inspection date

Previous inspection date

25 April 2018

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

- The manager effectively monitors individual children's progress and that of different groups of children, to close any emerging gaps in their development successfully. For example, she has effectively implemented strategies to engage children in communication and language skills, particularly for children who speak English as an additional language.
- Staff enhance children's communication and language skills effectively. For example, they clearly emphasise key words. Staff successfully adapt their interactions to help children to develop good understanding and speaking skills.
- Staff make the most of opportunities to enhance children's independence skills. Children enjoy serving up their own snack, as well as pouring their own drinks from a jug. Children are encouraged to prepare themselves effectively for the outdoor environment, such as finding, putting on and fastening their jackets and shoes.
- Children are happy and settled in the welcoming environment staff provide, which is organised well to enable children to follow their interests and lead their own play.
- All children make good progress in their learning from their individual starting points.

It is not yet outstanding because:

- On occasions, staff do not challenge children appropriately for their age or stage of development, to help them make even greater progress in their learning.
- Initial assessments of the children's development do not yet fully include information from parents to help ensure assessments are accurate.

What the setting needs to do to improve further

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

- plan challenge within activities that are consistently appropriate for the age and ability of the children accessing them
- strengthen parents' input in the initial assessments of children's development to enhance the accuracy.

Inspection activities

- The inspector observed the quality of teaching and children's activities, completed a joint observation with the manager and held discussions about children's progress and learning.
- The inspector held conversations with the manager, staff and children throughout the inspection.
- The inspector checked evidence of staff suitability checks and their qualifications, and sampled relevant policies and procedures.
- The inspector took into account the views of the parents during the inspection.
- The inspector observed staff planning and the children's assessment records.

Inspector

Kimberley Luckham

Inspection findings

Effectiveness of the leadership and management is good

The manager accurately evaluates the quality of the pre-school. She includes the views of parents and children to help identify areas for further improvement. For example, the outdoor play environment has been enhanced to extend opportunities for children to explore and follow their own interests. The manager continually improves the quality of staff practice, for example, by organising relevant training and individual support to raise standards in teaching. For instance, staff attended training to help enhance children's thinking and problem-solving skills. The manager and staff make good links with other agencies involved in the children's care. For example, they share developmental information and this helps provide a continuity of care and education. Safeguarding is effective. Staff keep their safeguarding knowledge up to date and are fully aware of the procedure to follow if they have concerns about a child's welfare. The manager continually monitors staff suitability effectively.

Quality of teaching, learning and assessment is good

Staff use various ways to engage and involve parents in the nursery and in their children's learning. For example, they hold daily discussion and parents' meetings to discuss children's learning and development. Staff use the children's interests well to help them build on their learning experiences. Staff assess individual children's levels of development and effectively plan for their next steps in learning. They provide children with good opportunities to extend their physical skills. For instance, they encourage children to undertake physical challenges and provide support and reassurance in doing so. Staff help children to use their thinking skills and consider the safety aspects of the physical challenge and children are fully involved in assessing the risks.

Personal development, behaviour and welfare are good

Staff help children to develop their awareness of healthy lifestyles. For example, they provide nutritious snacks and engage children in growing fruit and vegetables in the pre-school garden. Staff build on children's confidence and sense of belonging well. For example, they constantly praise children for their achievements. The key-person system works well and relationships between staff and children are strong. Staff are sensitive, stimulating and responsive to children's needs. All children are encouraged to be polite and have a good understanding of sharing and taking turns.

Outcomes for children are good

Children develop a good understanding of diversity beyond their immediate family. They enjoy exploring the environment, which is rich in positive cultural images and dual-language text. Children develop the skills needed for their future learning and move to school. For example, they learn to give meanings to the marks they make as well as identify and write their own names. Children play and explore cooperatively together. They use their imaginations well, confidently share views and negotiate their play ideas.

Setting details

| | |
|--|--------------------------|
| Unique reference number | EY494665 |
| Local authority | Kent |
| Inspection number | 1045244 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 24 |
| Number of children on roll | 24 |
| Name of registered person | Magpie Preschool CIO |
| Registered person unique reference number | RP909386 |
| Date of previous inspection | Not applicable |
| Telephone number | 01227751404 |

Magpie Pre-School registered in 2016. It is located in Faversham, Kent. The nursery is open 9am to 3pm on Monday to Friday, term time only. The nursery employs five members of staff, three of whom hold relevant childcare qualification and one holds a degree in early years education. The setting is in receipt of funding for two-, three- and four-year-old children.

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