

# Inspection of Magpie Pre-School

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

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Inspection date: 10 May 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

## What is it like to attend this early years setting?

### The provision is inadequate

Children settle well on arrival at the pre-school and receive the support they need to separate from their parents. However, the risk assessment process is not robust to ensure children's safety and well-being. Children happily engage in their play at the pre-school. There is a plan for the curriculum. However, this is not effective due to weaknesses in assessments of children's development. Children do not always engage in activities. This is because staff do not always interact purposefully with them as they spend large periods visually supervising children.

Children enjoy playing and exploring in the garden. For example, they show delight as they dig in the sand and make sandcastles. They request feathers to add to the tops and make flags from the resources available. Children learn about life cycles. For instance, they observe the living caterpillars and understand that they will turn into butterflies. Children then enjoy the reading the story 'The Very Hungry Caterpillar'. All children are included in this as they share out of the items in the story. However, some parts of the day are chaotic, and staff do not meet the needs of all children. Also, staff do not support children's understanding of listening to others, which inhibits them in learning skills for the future.

## What does the early years setting do well and what does it need to do better?

- Staff carry out risk assessments but these are not effective in ensuring and maintaining children's safety. Following a recent incident, the provider has made some adaptations to the security of the garden. However, this has not been fully effective, and hazards still remain. Children also leave the snack table unnoticed and wander with food in their mouths, which poses a risk of choking. Children stand on chairs for some time before staff notice. These aspects do not meet children's welfare and safety needs.
- The deputy manager has clear learning intentions for the curriculum. However, there are clear weaknesses in the assessment system and how staff review children's development. This has a negative impact on the planning for the curriculum and it is not effective for all children, which means that they are at risk of falling and harming themselves. Therefore, learning gaps are not included as part of the planning for the curriculum and staff are unaware of these while interacting with children.
- Children with identified special educational needs and/or disabilities and those who speak English as an additional language receive support. Staff use funding successfully to meet children's learning needs. However, staff do not identify possible gaps in children's development effectively, and gaps in learning remain unnoticed. Consequently, not all children make adequate progress in their learning.
- Staff spend lengthy periods visually supervising children rather than interacting

with them. Some children run around the pre-school and others wander aimlessly unnoticed by their key person. Subsequently, staff do not engage children in purposeful learning opportunities.

- There are key times of the day, such as circle times and transitions around lunchtimes, which staff do not plan well enough. Subsequently, children struggle to hear the staff and the noise level continually rises. This hinders children's social development and listening skills.
- Children have opportunities to develop their small- and large-muscle skills. For example, they show control as they climb, run and jump and as they use chalks to copy numbers on the chalkboard. They also persist at their chosen play for long periods. For example, they try again and again to get the ball in the basketball net.
- Children are encouraged to adopt healthy lifestyles. For example, they talk about healthy foods during activities and also at lunchtime. Staff make sure that children eat the healthy options before any treats. They work with parents to ensure that the contents of the lunch box are healthy.
- Partnerships with parents are good. Parents comment on the effective communication from staff and how they are kind, thoughtful and professional. There has been clear communication sharing during the COVID-19 pandemic. For example, the pre-school provided story sessions and ideas for activities at home.
- The manager is supportive of her staff team and provides regular opportunities to enhance their well-being and develop their professionalism. Staff report that they work together well as a team. They share ideas and support each other.

## Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in the risk assessment compromise children's safety. However, staff have a secure knowledge of child protection and the processes for making referrals if they have a concern about a child or adult. They have a good awareness of the wider aspects of safeguarding, including different cultural practices. The manager follows safer recruitment procedures to ensure that staff are and continue to be suitable to work with children.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure that risk assessments are robust in identifying and minimising hazards in the environment and throughout the day	17/05/2022

ensure that the assessment process is effective in highlighting gaps in children's development	31/05/2022
improve the planning of the intent for the curriculum to securely reflect what children need to learn next	31/05/2022
ensure that staff's interactions with children are purposeful to engage children in their chosen play and learning.	31/05/2022

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

- ensure that times of the day, such as circle time, are planned more effectively to meet the needs of children, including their social and listening skills.

## Setting details

<b>Unique reference number</b>	EY494665
<b>Local authority</b>	Kent
<b>Inspection number</b>	10239618
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Magpie Preschool CIO
<b>Registered person unique reference number</b>	RP909386
<b>Telephone number</b>	01227751404
<b>Date of previous inspection</b>	25 April 2018

## Information about this early years setting

Magpie Pre-School registered in 2016 and is located in Faversham, Kent. The pre-school is open from Monday to Friday during term time only. Sessions are from 8.45am to 3pm. The nursery employs six members of staff, all of whom hold relevant childcare qualifications. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Helen Penticost

## Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The deputy manager and the inspector had a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation with the manager, spoke with staff and interacted with children.
- Parents shared their views about the pre-school with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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.

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