

# Inspection of Magic Moments Pre-school

The Scout Hut, Park Drive, Baldock, Hertfordshire SG7 6EN

---

Inspection date: 17 May 2022

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

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

### The provision is good

Children arrive happily and settle quickly. Staff are attentive and provide comfort, particularly to new children who require extra support. Children interact confidently with staff and peers. They work together and express their ideas. For example, children create an obstacle course, using a range of large crates and tyres. This helps to promote their physical development.

Children, including those with special educational needs and or disabilities, now benefit from good curriculum opportunities. They engage in a range of activities and experiences, such as water play. Staff introduce new words and language as children discover the water moving through the tubes and funnels into bowls on the ground. This helps to extend children's communication and language development.

Children independently access books indoors and outdoors. Staff read stories to children and they listen intently. Children behave well. They learn to share and take turns through consistent messages from key staff, and they are beginning to self-regulate. For example, older children take themselves away from an activity when it does not appear to go how they want it to. Children are motivated. They are keen to learn and spend long periods at their chosen activities. Children demonstrate that they feel safe.

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

- The manager has taken a range of positive steps to address the weaknesses identified at the last inspection. For example, rigid routines have been removed. Staff are more flexible in their approach to group activities. This allows children to become deeply engaged in activities and improves children's daily care and education.
- Children learn about the habitats of creatures and wildlife. They study worms and learn about the life cycles of caterpillars, with great interest. Children and staff spend time looking at the creatures. Staff engage in discussions with children and introduce mathematical words and language, such as 'long' and 'short'. They support children to respect the creatures by explaining that they must be careful and gentle when they handle these.
- Staff promote children's personal, social and emotional development. They praise children for their efforts, for example by telling children that they are 'so clever' as they complete tasks. However, on occasions, staff do not adapt their teaching to provide further challenge for the most able children.
- Staff have strong partnerships with parents and other providers. Parents speak positively about their children's key person and welcome the information staff share about children's progress and achievements. Parents comment on and

appreciate how difficult it has been for staff throughout the COVID-19 pandemic. They feel happy with the changes made since the last inspection and say that their children are settled. Additionally, the manager and key staff build connections with local schools. They welcome teachers into the pre-school to meet children who are moving on to school. This has a positive impact on the transitions children make to school.

- Staff speak positively about the support they receive from the manager and how opportunities for ongoing training promote their professional development. However, the manager's regular supervision and coaching provide less focus on monitoring staff performance, which does not help to raise the quality of teaching to the highest level.
- Staff support children to learn about good health and hygiene. They provide healthy snacks and encourage regular handwashing. Staff help children to develop further awareness through role-play activities and experiences. For example, children dress up and use toy medical kits as staff talk to them about being healthy. During discussions, staff help older children to learn about the impact of exercise on their hearts and health. Staff promote children's safety. They supervise children effectively and carry out regular risk assessments to ensure that they remain safe.
- Staff regularly reflect on their practice and policies. They observe their key children and assess their progress and achievements each term, taking into account children's starting points. This helps them to identify gaps in children's learning. However, the information obtained from assessment is not used as effectively as possible to identify the most accurate next steps for individual children.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are aware of their roles and responsibilities in keeping children safe. They are confident to report concerns and explain how they will take these further if the concern is not followed up by the manager. Staff attend regular safeguarding training and know about wider safeguarding issues. They are able to identify signs and symptoms of abuse that may indicate a child is at risk of harm. The manager implements robust recruitment procedures to ensure that staff are suitable for their roles and their ongoing suitability is monitored. This helps to promote children's safety.

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

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

- develop the use of supervision, support and coaching to monitor staff performance and help to consistently raise the quality of teaching to the highest

level

- use information from assessments more effectively to monitor the learning and progress being made by individual children, and to identify more accurate next steps in learning
- adapt teaching to provide further challenge for the most able children.

## Setting details

<b>Unique reference number</b>	EY239397
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10199220
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional 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>	33
<b>Name of registered person</b>	Magic Moments Pre-school Committee
<b>Registered person unique reference number</b>	RP907721
<b>Telephone number</b>	07709618434
<b>Date of previous inspection</b>	16 June 2021

## Information about this early years setting

Magic Moments Pre-school registered in 2003. The pre-school employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above, including one member of staff who has early years professional status. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jo Rowley

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the manager and has taken that into account in their evaluation of the pre-school.
- The manager and the inspector held a learning discussion together to understand how the curriculum is organised. The inspector spoke with children and staff throughout the inspection.
- The inspector observed staff interacting with children during an outdoor activity and reviewed this with the manager.
- A number of parents spoke with the inspector during the inspection. The inspector took account of their views and feedback.
- The inspector reviewed a sample of documentation, including evidence of staff's suitability and first-aid certificates.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022