

# Inspection of Magic Box Pre-School

Wellow Village Hall, Wellow, BATH BA2 8QA

---

Inspection date: 16 June 2023

**Overall effectiveness** **Good**

---

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

Staff greet children warmly as they enter the pre-school. Children build strong bonds with staff and thrive on the attention that they receive. Parents are very positive about the experienced, caring and friendly staff team. They say that staff genuinely enjoy spending time with the children and children receive amazing emotional support.

Staff form plans from their observations of children, recognising their achievements and working out what they need to learn next. They work together to thoughtfully set up a stimulating and interesting environment, closely linked to children's ages, stages of development and interests. This motivates children successfully. They explore sensory materials outside. They learn about capacity, discussing how full various items are, and explore concepts such as floating and sinking. Children's communication and social skills develop well. Younger children learn new words and begin to share resources. Older children form good friendships and converse well, communicating their needs effectively. Staff support children to have a go and persevere with tasks, developing children's thinking skills and confidence well. Older children show very good skills as they count, compare and add numbers. Children show positive attitudes to new experiences and taking on challenges. They make good progress, including children who are in receipt of additional funding and children who speak English as an additional language.

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

- Staff promote strong community links. They make the most of the opportunities in the local area. They attend events at the nearby church to broaden children's understanding of the world. They visit the village school to build children's confidence and knowledge of the different environment. They hold family days and work to include all family members, with innovative events at the pre-school, such as a 'Father's Day breakfast' that children, dads and granddads all really enjoy.
- Staff focus on children's early literacy skills. They make story time fun. Children borrow books to enjoy with their families at home. Some children follow their interests in dinosaurs, finding dinosaur books to look at in the book area. Children enjoy making marks. Younger children explore on a larger scale and relish painting with water outside. Older children select clipboards and pens and use their finer motor movements to draw recognisable shapes or write numbers.
- Each child's key person links with parents when children start to gain knowledge of children's needs and interests. Many staff then continue to gain more information in the following weeks and they quickly build strong knowledge of children's needs. However, some staff do not gain as much information. Additionally, they do not liaise with providers of other settings children attend in

a timely fashion. They therefore do not promptly get a full picture of children's needs to inform future planning, provide a consistent approach and ensure that children make the best possible progress.

- Children develop their independence skills and sense of responsibility well. Even the younger children help tidy away toys. They change their shoes, listening carefully to staff's well-placed tips. They take an active part in mealtimes. Older children show very good skills, spreading their butter on their toast. They conscientiously tidy their things away after lunch, putting items in the bin and placing their bags on the trolley. They are keen to do things for themselves and are proud of their achievements.
- Staff lead beneficial group activities to promote children's skills. Children enjoy registration time and their 'wake and shake' session. Older children listen well and are confident and keen to join in activities. However, during some group activities, support for the younger children is not as strong and they are unsure of the aims of the activity and what to do. Consequently, their involvement and learning are not as high as they could be.
- The manager gains the views of parents and children and works with staff and the pre-school's committee to identify ways to develop the provision. She leads regular team meetings and individual supervision meetings with staff. Morale is high in the long-standing team. Staff are dedicated to the children and families that they support. They are constantly seeking new ideas and attend training to develop the practice at the pre-school further.

## **Safeguarding**

The arrangements for safeguarding are effective.

The designated safeguarding lead and all staff have a strong understanding of their duty to protect children from harm. They know how to identify and report any concerns regarding the conduct of other staff or if they feel a child is at risk. They work closely with other professionals to ensure children's welfare. Staff check all areas thoroughly, reducing hazards, and have strong procedures for keeping children safe when on trips. Staff help children understand safety boundaries. They give children reminders on safe practices while still allowing them to take on beneficial physical challenges, such as on equipment in the adjacent park.

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

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

- extend the information gained when children first start to get a clearer picture of children's needs and to inform future planning more quickly
- enhance the support for younger children during whole-group activities to extend their involvement and learning even further.

## Setting details

<b>Unique reference number</b>	133046
<b>Local authority</b>	Bath and North East Somerset Council
<b>Inspection number</b>	10291746
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	20
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Magic Box Playgroup Committee
<b>Registered person unique reference number</b>	RP905657
<b>Telephone number</b>	07712369130
<b>Date of previous inspection</b>	11 December 2017

## Information about this early years setting

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 four 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.

## Information about this inspection

### Inspector

Rachel Howell

## Inspection activities

- This was the first routine inspection of the pre-school 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 provision.
- The inspector viewed all areas of the pre-school and discussed with the manager how these areas are used.
- The manager and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and staff and spoke with them at appropriate times during the inspection.
- Parents shared their views of the provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications.
- The manager discussed their safety and child protection procedures, and safeguarding discussions were undertaken with the designated safeguarding lead and members of the staff team.

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 2023