

Inspection of Magical Moments Preschool

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

Inspection date: 27 November 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

Managers have high expectations for all children to make the progress they are capable of. They support staff to regularly refresh the learning environment so that it continues to stimulate and engage children's attention. Staff carefully consider children's interests to promote their continued learning. For example, staff observe that children enjoy playing with the teddy bears. To extend this, staff plan activities where children develop their physical skills by making teddy bear pictures. Children use various craft materials to decorate their bears, such as paint and pom-poms, which gives them opportunities to be creative.

Arrangements to supervise children are implemented well by staff. This enables staff to notice and respond quickly when children need support with their behaviour. Staff teach children to regulate their feelings. They talk calmly to children, and encourage them to share or find another activity to engage their attention in. This helps children to develop an understanding of how to resolve conflicts.

Staff support children to engage in meaningful play. For instance, when children set up a 'shop', staff act out the role of buying food. They ask how much they need to pay and this gives children opportunities to share their mathematical knowledge as they talk about the prices of the items.

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

- Managers have designed a curriculum which aims to provide children with secure foundations to promote their ongoing learning. This is understood by staff, who plan effectively for children's development. For example, children enjoy observing insects in resin. They eagerly share what they know about the insects with their friends and staff. Staff support children to extend their literacy skills by encouraging them to find the insects in a reference book and discussing their findings. This stimulates conversations which enhances children's communication and language skills.
- All staff are well supported by managers and they enjoy working at the pre-school. Managers consider ways to enhance staff's professional development, including observing their practice and working with staff to identify training that would be beneficial. This helps to promote better outcomes for children by improving the quality of the teaching that they receive when they are at pre-school.
- Managers recognise the importance of building successful partnerships with parents. This enables staff to provide teaching and care that meets children's needs. Managers share information with parents about their child's progress and ideas to further their child's development at home. However, managers have not

considered ways to promote online safety to help keep children safe when they use online devices at home. This does not fully support children to develop an understanding of how to manage risks.

- Staff have good knowledge of their key children. They spend time getting to know the children through observations, interactions and gathering appropriate information from parents. This gives staff a good understanding of children's interests and how they learn, which enables them to plan effectively. For instance, staff extend children's understanding of their world around them by setting up activities where they find out more about the emergency services. Children enjoy counting and matching the vehicles to the correct station, which builds on their mathematical knowledge.
- Staff and the special educational needs and/or disabilities co-ordinator (SENDCo) act promptly when they have concerns about children's development. They communicate with parents to ensure that referrals are made in a timely manner. The SENDCo and staff work with other agencies involved in children's care so that they receive consistent support. For instance, they implement strategies to help children with special educational needs and/or disabilities (SEND) to make links between words and objects. This enhances children's understanding of the spoken language. The SENDCo also uses additional funding effectively to enhance children's experiences. This includes making improvements to the garden so children with SEND have more opportunities to develop their physical skills in the outside area.
- Children spend time exploring their learning environment. Staff recognise when children need support to access the activities and they gently encourage them to join in. For instance, when staff notice children watching the play dough activity, staff invite them to join in. Staff enhance this experience, by supporting children to use their senses to smell the dried orange slices. Children respond positively and they enjoy sharing this experience with their friends. This helps children to develop their social skills.

Safeguarding

The arrangements for safeguarding are effective.

All staff have secure safeguarding knowledge. They recognise the signs and symptoms of abuse and they know the procedures to follow to escalate child protection concerns and allegations against adults. Staff regularly do headcounts when children move between the outside area and the classroom. Managers and staff effectively identify and manage risks in the pre-school, such as cleaning up any spillages during a water activity. They also encourage children to tidy away the resources when they have finished with them to reduce any trip hazards. This helps to keep children safe.

What does the setting need to do to improve?

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

- support children and parents to develop an understanding of online risks and how to protect themselves when they use online devices.

Setting details

Unique reference number	EY493742
Local authority	Surrey
Inspection number	10305454
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	41
Name of registered person	Magical Moments Pre-school Limited
Registered person unique reference number	RP533797
Telephone number	07875569495
Date of previous inspection	21 February 2018

Information about this early years setting

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 12 staff employed to work with the children, of whom, seven hold a Level 3 childcare qualification and two are qualified at Level 2. The setting receives funding to provide free early education to children aged two-, three- and four-years-old.

Information about this inspection

Inspector

Hayley Kiely

Inspection activities

- This was the first routine inspection the provider 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 provider.
- One of the managers completed a learning walk of the nursery with the inspector and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The SENDCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector.

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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