

Magdalen Gates Pre-School



Magdalen Gates Primary School, Bull Close Road, NORWICH NR3 1NG

Inspection date	3 May 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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 pre-school environment is carefully planned to help children make independent choices. Children readily solve problems and talk about their activities as they play. They show high levels of engagement in their self-chosen activities.
- Children show good levels of development for their ages and many are meeting expected milestones. They develop their social skills and learn how to communicate confidently with their friends.
- Partnerships with parents are well established and effective. Parents say they feel very well informed about their child's progress and are often given ideas of how to continue their child's learning at home. Parents are regularly invited to attend the 'rainbow cafe', where they share a story and activity with their child.
- Staff intervene skilfully as children play. For instance, they make comments and ask open questions to encourage children to talk about their ideas.
- The manager works well with the nominated individual and the other committee members to provide strong leadership to the staff team. Together, they carefully devise the priorities to continue to drive improvement at the pre-school. Action plans are detailed and well focused. Staff, parents and children have opportunities to contribute their views and ideas for the future.
- The management team carry out in-depth monitoring of children's progress. They notice gaps in children's learning and quickly put plans in place to help any gaps to close.
- On occasions, during larger group activities, teaching is not highly responsive to all children's needs. This leads to a few children losing concentration.
- Partnerships with other settings that children attend are not fully established in order to enable staff to regularly share information and support continuity in children's learning.

What the setting needs to do to improve further

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

- enhance the already good teaching during larger group activities, to be highly responsive to the needs of all children
- extend partnerships with other settings that children attend, to promote continuity in children's learning.

Inspection activities

- The inspector observed activities indoors and outside. She assessed the impact these have on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and nominated person. They discussed the development plan and safeguarding procedures.
- The inspector viewed a range of documentation, including children's learning records and evidence of the suitability of staff.
- The inspector held discussions with parents to gain their views. She spoke to staff and children at appropriate times.

Inspector
Helen Hyett

Inspection findings

Effectiveness of leadership and management is good

Staff work together as a strong team. They speak highly of the manager and the support she provides. Staff receive regular supervision meetings to discuss their professional development. They are encouraged to study for further qualifications. Staff are encouraged to reflect on their practice and identify areas for ongoing improvement. Staff training is focused on the needs of the children who attend, such as specific training on promoting children's speech and language development. Safeguarding is effective. Staff get to know the children and families they work with well. Staff demonstrate a shared understanding of the signs and symptoms of abuse and know how to report their concerns. The nominated person is committed to keeping up to date with changes to legislation and researching ideas for best practice. She is proactive at updating policies and procedures to ensure that they are in line with current guidelines.

Quality of teaching, learning and assessment is good

Staff understand how children learn. They regularly observe children and use this information to plan clear next steps in children's learning. Activities are well planned and are often open ended. For instance, when children work together in the sand pit, they decide to make a sand castle in a large bucket. Staff encourage children to work together to press the sand down and tip it over to see what they have made. Children have many opportunities to learn about the world. For example, they keenly help to plant marigolds. They examine the roots and dig holes in the compost. Children also learn about the wider world. Staff plan opportunities for them to experience a range of cultural activities, such as Bollywood dancing. Literacy is taught very well. Staff enthusiastically read children stories about a hunt for a bear and a shark in a park. Children enjoy these and excitedly join in with the words and actions.

Personal development, behaviour and welfare are good

Children show strong bonds with their key person. Staff are attentive and sensitive to children's individual needs, offering a cuddle and reassurance when required. Children behave very well at the pre-school. There is a calm atmosphere, where children show respect for staff, their friends and the environment. Children learn to take responsibility and develop their independence. For instance, each day, children help to prepare snack. They proudly wear their aprons while they chop banana, cucumber and rice cakes. They show high levels of motivation and confident cutting skills. Where children have special educational needs and/or disabilities, staff work in partnership with parents and other professionals to help children get the support they need. Children have many opportunities to develop their physical skills in the well-planned outdoor area.

Outcomes for children are good

Children are well prepared for the next stage in their learning and move to school. They make decisions and solve problems. For instance, they explore a range of natural and household objects, using trial and error to fit the correct size washer on a screw. Children show perseverance and determination, for example, as they try different ways to stick lolly sticks together when model making. Additional funding is spent effectively to enrich children's experiences and tailor activities to their individual interests.

Setting details

Unique reference number	EY544324
Local authority	Norfolk
Inspection number	10101871
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	3 - 4
Total number of places	26
Number of children on roll	52
Name of registered person	Magdalen Gates Pre-School CIO
Registered person unique reference number	RP544323
Date of previous inspection	Not applicable
Telephone number	01603 665783

Magdalen Gates Pre-School re-registered in 2017. The pre-school employs seven members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, including the manager. The pre-school opens from 8.30am to 4pm, Monday to Friday, during term time only. The pre-school provides funded early education for three- and four-year-old children.

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