

# Magdalen Gates Pre-School

Inspection report for early years provision

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**Unique reference number** 254166  
**Inspection date** 18/09/2008  
**Inspector** Robert Greatrex

**Setting address** Bull Close Road, NORWICH, Norfolk, NR3 1NG

**Telephone number** 01603 665783

**Email**

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## **Description of the setting**

Magdalen Gates Pre-School operates from two classrooms, with a designated and enclosed outdoor area, within Magdalen First School in Norwich. There is good access to the setting. A maximum of 24 children may attend at any one time and currently 48 children from three years to under five years attend for either the morning between 09.00 and 11.30 or the afternoon between 12.30 and 15.00. Children come from the local area. About four in every five move onto the school that shares the site, the rest to several other local reception classes. The pre-school has a small number of children who speak English as an additional language. Although the setting has experience of children with learning difficulties and/or disabilities in the past, there are none on roll at present.

Of the six staff, four hold appropriate early years qualifications. The pre-school is on the Early Years Register.

## **Overall effectiveness of the early years provision**

The safety and well-being of children is paramount in everything staff do, so that children thoroughly enjoy the learning and their parents know and trust they are safe. Staff know each child as an individual and tailor their support to ensure children make good progress given their age, ability and starting points. Staff work very closely with parents, local schools and other agencies to meet the needs of all children. Staff and trustees have a satisfactory knowledge of priorities for future development in broad terms, but do not yet have systematic processes for assessing the quality of provision.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure self evaluation is more formalised so that priorities for improvement are identified more systematically
- improve the quality of the outdoor provision by ensuring it has a positive impact on children's development

## **The leadership and management of the early years provision**

Policies and procedures are thorough and comprehensive. They are known and understood by all staff who implement them fully and consistently. Records are equally comprehensive and useful, for example in determining the next steps in children's learning.

All current legislation is complied with fully, including safeguarding requirements. Procedures are excellent. The number of staff is sufficient for the number of children. They are well qualified and work together very closely to form a highly

effective team. Staff ensure that a very safe environment is created for children and that they are very well looked after.

Staff know how to access outside specialists to support specific needs so that all children are catered for. They work closely with local schools to ensure a smooth transfer to reception classes. The setting works with parents extremely well. Parents are very well informed about their children's progress and encouraged to be real and active partners, for example through activities children are asked to do at home.

The committee is well informed and makes well-considered decisions that improve the overall effectiveness of the provision. Good and effective leadership was demonstrated when a small but important concern at the last

inspection was immediately corrected. Staff and the committee have a broad understanding of the relative strengths and areas for improvement, but do not yet take a sufficiently systematic and formal approach to assessing how effective they are.

## **The quality and standards of the early years provision**

The quality and standards are good overall. Because staff know the children and their differing needs so well, they are quickly helped and guided to settle into the session in a friendly, calm way. This creates a very positive atmosphere which helps children to feel extremely safe and secure. Staff strike the right balance between giving children time and space to develop their learning and enjoyment of activities, and being encouraging and challenging. All children, including those who speak English as an additional language, are encouraged to participate. The articulate children are asked to explain their reasoning while those who generally reply with a single word are given the encouragement to give fuller answers. Staff waste no opportunity to develop dialogue and discussion, for example talking about the shape, colour and texture of the very healthy and balanced snacks children eat.

Staff use opportunities such as self registering to encourage independence. Children's self-confidence and self-esteem are developed well as staff ensure the key person role is fulfilled effectively. Although the vast majority of children are new to the pre-school, they are clearly happy, settled and enjoying the stimulating and varied activities offered. Staff are aware of occasional quiet or withdrawn children and respond quickly and effectively to engage them. Children quickly learn to build relationships with one another, and most are already learning to work as part of a group and share. An excellent range of activities includes all the areas of learning and helps ensure children are purposefully engaged. Tasks are well planned using quality resources that encourage perseverance and care from the children. Children participate fully, for example in enthusiastic singing of number rhymes. Staff interventions are very effective in ensuring children's development. They encourage interest and ensure children become engrossed, for example in discussing books or creating pictures. Generally staff encourage children to make appropriate choices, but a group of boys were allowed to play boisterously in the outside provision, which lacks sufficient covered space to enable staff to offer the full indoor

curriculum, outside.

Staff observe children on frequent and regular occasions so that they have accurate knowledge of how children are progressing. This is beneficial to children's learning because this information is shared so that all staff can actively support the next stages in their learning. Staff also use the information to develop further extension activities through the planning.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Outstanding
How well are children safeguarded?	Outstanding

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Outstanding
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.