

# Magpies Kidlington

Edward Field Primary School, Bicester Road, KIDLINGTON, Oxfordshire, OX5 2LG

<b>Inspection date</b>	16/09/2014
Previous inspection date	16/06/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children demonstrate a strong sense of belonging. They are happy, settled and have many opportunities to socialise with their friends.
- Staff offer a welcoming and well-resourced environment for the children to play, which in turn supports their overall learning and developmental progress.
- Children enjoy a good variety of nutritious snacks that promote their awareness of healthy lifestyles.
- Staff work closely with the parents, and share information with them to help meet children's individual needs effectively.

### It is not yet outstanding because

- Systems to work with the school in maintaining children's continuous development and learning are not yet fully established to provide a cohesive approach to meeting children's needs.
- At times, staff do not make the most of engaging new children in conversation during everyday routines to enable all children time to engage in conversations and aid their settling-in period.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the indoor and outdoor areas.
- The inspector spoke to staff and children at appropriate times throughout the inspection, during and after activities.
- The inspector looked at documentation, including policies and procedures, and discussed these with staff.
- The inspector and manager conducted a joint observation on a group activity.
- The inspector spoke to available parents at inspection.

## Inspector

Tracy Bartholomew

## Full report

### Information about the setting

Magpies Kidlington is an out-of-school club operating from premises within the grounds of Edward Feild School in Kidlington, Oxfordshire. It registered in 2005 and is run by Magpies Kidlington Limited, which also operates two other settings in the local area. The club has use of the school's community room and the school playground. The club is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. There are 110 children on roll, of whom 15 are in the early years age range.

The club is open on weekdays offering a breakfast club from 7.30am until 8.45pm and an after-school club from 3.15pm until 6.15pm during school term times. The club operates a holiday playscheme every half term, during the summer holidays, Easter holidays and on inset days from 8am until 6.15pm. The club employs 19 staff overall, and eight staff for the out-of-school club, of whom six hold relevant qualifications. The club works in partnership with the on-site school and playgroup to offer wraparound childcare for parents.

### What the setting needs to do to improve further

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

- review the organisation of daily routines to fully engage younger children in conversation to aid their setting-in process
  
- build on partnerships with the school in assessing and supporting children's interests and promoting their continuous learning.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children arrive happily after school and settle to accessible resources, or their tea, which are readily available for them up entering the club. Children are confident in the environment and enjoy a relaxing and fun-filled afternoon at the club. Staff provide a broad range of good quality resources that complement the children's learning and support their development. For example, they enjoy art and craft activities, construction, role-play activities and outside play.

Staff interact well with the children and involve themselves in children's play and development, to aid and progress their learning. For example, when drawing pictures with chalks outside. Staff take the opportunity to enhance children's mathematical knowledge by discussing patterns, shapes and numbers. This successfully challenges the children

knowledge while enhancing their understanding. This demonstrates that staff provide good quality of teaching. Children have good relationships with all staff and confidently share their creations, and progress as they make bracelets and rings from elastic bands. This shows that relationships are good and that children are self-confident. Staff demonstrate their good understanding of children's backgrounds and interests, as they refer to the children's siblings and creations from the previous week. Children enjoy free access to the garden and play imaginative pretend games as they dress up, and make believe they are train driver on the play equipment. Their balance and coordination is well supported as they play ball games, explore the play equipment and ride on bikes and scooters.

Staff have a good understanding of the learning and development requirements for the Early Years Foundation Stage. They successfully use this knowledge to build on children's acquired skills. Children within the early year's age range have a supportive written record of observations and achievements. This information is passed to teachers at school and pre-school to complement children's development. Good information is exchanged between the pre-school and club about how children are developing and their next steps in learning. However, this is not yet fully established with the school to ensure there is a cohesive approach to meeting children's needs. Staff work closely with parents and this enables them gain secure starting points and supports children's progress.

### **The contribution of the early years provision to the well-being of children**

Children and parents are offered a range of settling-in visits prior to starting. This helps children to settle in well and get to know the staff, key people and other children attending. Staff help new children settle in to the setting and show they are aware that it can be daunting for new children as they meet new friends, and older children. However, at times, due to the organisation of some parts of the session, staff are not always fully engaging young children's in conversation, to enhance their experiences during their settling-in period. Children have caring relationships with the staff and readily engage with each other throughout their play. Older children are seen supporting younger children, which shows that children's confidence and self-awareness is well supported. Children demonstrate that they feel safe and secure through their positive relationships with the staff and the other children attending. Children behave very well because the staff are good role models. Staff regularly praise and encourage children's achievements and efforts. This supports their positive behaviour and helps to promote children's self-esteem and confidence.

Children have a good amount of space to play and explore, inside is adorned with accessible and age-appropriate toys and resources. The club have suitable furniture to use, such as the school tables and chairs, for activities and areas to rest and enjoy quieter activities. This supports children's emotional development as they can rest or be active in accordance to their personal need. A good range of information is available to parents, this includes information regarding the activities on offer. Parents are able to see their children's artwork on display. This creates a welcoming environment, while valuing the children's own work. The artwork reflects different celebrations children have taken part

in, which promotes an inclusive environment.

Children's safety is a priority at the after-school club and children are aware of the routines to keep themselves safe. For example, children remind their parents of the need to sign the children out upon leaving the club. Safeguarding procedures act in the best interests of the children and staff are fully aware of the need to protecting children when collecting them from class, clubs and nursery. Person's collecting children, not known to staff have to pass the security checks which staff have set up with parents, which safeguards children fully. The environment in which children play is safe. Staff are fully aware of the procedures to keep children safe and ensure they are effectively deployed to meet the needs of the children, while ensuring the environment is secure. This prevents unauthorised persons entering play areas when the club is in operation and promotes children's well-being and safety.

Children benefit from healthy tea at the after-school club that meets their individual dietary requirements. They enjoy a range of savoury items, such as toast and pizzas followed by fresh fruit and vegetable sticks. Children, who attend the holiday club, bring their lunch from home and staff provide parents with information about how these are stored. Lunches are then checked prior to children consuming these to ensure all children have the correct lunch prior to eating. At times children at the holiday club attend outings and enjoy lunches outside. These lunches can be brought from home or purchased off site. Staff are careful to ensure that all children allergies, likes and personal preferences are consistently met when these purchased. This safeguards the children while supporting their well-being.

Children follow good hygiene routines and regularly wash their hands to minimise the spread of infection. Staff support younger children well in the bathroom, for example, to aid them in changing when accidents and drinks are spilt. Staff are aware of children who require additional assistance and always ensure that they are on hand to offer this. Children have freedom to play inside or outside of the club. Although every effort is made to encourage the children to play outside to promote their health, children's individual needs and requests are always maintained. During warmer days, staff check that children are suitably protected from the sun to support their health.

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

The management and staff work well as a team. They demonstrate a secure understanding of their responsibilities to meet the requirements and meet these well. They undertake regular risk assessments to promote children's safety and have a secure understanding of their safeguarding responsibilities. All staff complete safeguarding training and have paediatric first-aid qualifications to ensure they are confident in protecting and supporting children welfare if the need arose. Robust recruitment procedures for new staff check their suitability to work with children. As a result, effective measures are in place to promote children's safety and welfare. The club has effective policies and procedures in place and these are available for parents and accessible on the

website.

The club is well organised and staff work well together to provide an environment, which is happy and inclusive to children's learning and development. Staff are suitably qualified, and are proactive in updating their knowledge and skills through regular training. Staff receive regular support from the manager, who oversees the operation of the club. There is an 'open door' policy for staff and parents to talk to the manager at any time about the club, enabling them to feedback their ideas or any concerns. The staff and manager have a good understanding of the strengths of their provision through detailed self-evaluation. They demonstrate a commitment to enhance targets for future improvement in the outcomes for children. Parents comment that they are able to communicate easily with the staff and manager and explain that all are approachable and friendly.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY307599
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	989440
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	110
<b>Name of provider</b>	Magpies Kidlington Ltd
<b>Date of previous inspection</b>	16/06/2014
<b>Telephone number</b>	07726 051044

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

