

Inspection of Magdalene Preschool

Magdalene Centre, Canning Road, CROYDON CR0 6QD

Inspection date: 13 March 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are safe, confident and happy in this extremely caring and welcoming pre-school. Staff are committed to helping new children settle quickly. When children first start, staff work exceptionally closely with parents, to find out about children's individual abilities, interests and needs. They use this information to tailor the settling-in period to meet individual children's personalities. This strongly supports children's emotional well-being and attachments with staff.

Children are highly cooperative as they play together. They explain the rules to each other, and learn how to share their favourite things, with the support of sensitive staff. Their curiosity and understanding of different backgrounds and cultures are extremely well supported. While in the garden, they express their creativity as they create a range of rhythms and sounds on large African drums. They show delight when exploring different tastes and textures, as they try vegetable spring rolls and noodles, as part of Chinese New Year.

The staff have high expectations of children. They regularly observe children's individual learning abilities and interests and plan effectively for them. Children are challenged in their learning. They are developing skills in readiness for school. However, the pre-school has not considered strengthening partnerships with other early years settings where care is shared.

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

- Communication and language are a keen focus in the pre-school. Staff encourage children to work together to retell their favourite story using props. They ask children open and meaningful questions to inspire them to share their views and contribute their ideas. Children's home languages are included well within the setting. In the role-play area, they access menus in the various languages spoken within the setting. This supports children to become skilful and confident communicators.
- Children's health and well-being are exceptionally well promoted. Staff expertly use daily routines and discussions to reinforce children's knowledge. For example, during snack times, children prepare their own snacks and learn about the various ways that vegetables, such as cucumbers, grow. They contribute healthy suggestions for the snack menu. Children take part in regular handwashing routines and learn how germs can be transferred onto their hands. This helps children to have outstanding understanding of how to stay healthy.
- Staff are valued and they work effectively as a team. They demonstrate commitment towards keeping their skills and knowledge up to date by attending training. The manager often discusses different aspects of their practice during meetings and peer-on-peer observation. This strengthens the level of practice

and teaching which promotes good outcomes for children.

- Effective partnerships with outside professionals are in place to support children who have been identified with additional needs, and those with special educational needs and/or disabilities. Although children make good progress, where care is shared with other early years providers, staff have not developed partnerships to promote consistency in children's learning.
- Children's literacy is supported well. They search for their name-cards, as they self-register. Older children make good attempts to write their name and know the sounds that letters make.
- Outdoor learners relish spending time in the well-resourced garden. They are extremely independent as they put on their waterproof clothing and wellington boots to go into garden. Staff provide good opportunities for children to learn about the natural world. Children use tools to unearth insects, which they closely observe through magnifying glasses. Staff support them to handle the insects with care and use reference books to identify what they are.
- The manager creates action plans to identify areas for improvement based on discussions with staff and parents. This helps to ensure the continued development of the pre-school. After feedback from parent questionnaires, staff recently implemented day books to extend parents' knowledge of children's experiences within the setting.
- Children use mathematical language, such as tiny and big, to describe the size of the dinosaurs as they take them on imaginary journeys. Their knowledge of mathematical concepts is further enhanced through access to sand timers and calculators.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a secure knowledge of safeguarding procedures. They attend regular child protection training and have a broad understanding of wider safeguarding issues. Staff are aware of the signs that may indicate abuse and the procedures to follow to report concerns. These include the whistle-blowing procedure for reporting other members of staff, if they have concerns. Recruitment and vetting processes are rigorous to ensure staff are suitable for their roles. Daily risk assessments and environment checks are carried out to minimise any hazards or accidents, and to ensure the pre-school is safe and secure.

What does the setting need to do to improve?

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

- strengthen partnerships where care is shared with other early years providers, to enhance the effectiveness and teaching to the highest level.

Setting details

Unique reference number	124999
Local authority	Croydon
Inspection number	10128366
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	31
Name of registered person	Magdalene Preschool Committee
Registered person unique reference number	RP904053
Telephone number	07769115981
Date of previous inspection	27 November 2014

Information about this early years setting

Magdalene Pre-school registered in 1992. The pre-school operates from a church hall in the London Borough of Croydon, and is run by a committee on behalf of the Parochial Church Council for St Mary Magdalene with St Martin. The pre-school is open during term time only. The sessions run from 9.00am to 4.00pm on Monday and Tuesday, 9.00am to midday on Wednesday and 9.00am to 3.30pm on Thursday and Friday. The pre-school provides funded early education places for two-, three- and four-year-old children. There are five staff employed to work with the children, all of whom hold appropriate childcare qualifications ranging from level 3 to 6.

Information about this inspection

Inspector

Trisha Edward

Inspection activities

- The manager and inspector completed a learning walk. They discussed how staff plan the curriculum and experiences for children.
- The inspector observed the quality of teaching during activities, both indoors and outside the pre-school.
- The inspector spoke to the children and staff at appropriate times during the inspection.
- A joint observation was carried out by the inspector and manager.
- The inspector looked at documents, including the safeguarding policy, suitability checks for staff and early years and first-aid qualifications.
- The inspector spoke with parents and looked at written feedback they provided for the inspection.

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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