

# Moredon Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	511111
<b>Inspection date</b>	15 March 2007
<b>Inspector</b>	Pamela Woodhouse
<b>Setting Address</b>	Moredon Community Centre, The Street, Swindon, Wiltshire, SN25 3ER
<b>Telephone number</b>	01793 535887
<b>E-mail</b>	
<b>Registered person</b>	Moredon Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### 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*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Moredon Pre-school opened in 1977. The pre-school occupies rooms in Moredon Community Centre, North Swindon, Wiltshire and mainly serves the local community.

There are currently 62 children aged two to five years on roll. This includes 38 children who receive funding for nursery education. Children attend for a variety of sessions and the pre-school supports children who speak English as an additional language.

The setting opens five days a week during term time from 09:15 to 14:45, a variety of sessions are available. These include a tots session on Tuesdays and Thursdays from 13:00 until 14:30 specifically for the two to three-year-old children.

There are six members of staff working directly with the children, five of whom have relevant early years qualifications, one other is currently working towards a recognised qualification. The pre-school receives support from the Swindon Sure Start Partnership and is a member of the Pre-school Learning Alliance.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children's good health is promoted through the implementation of sensible precautions to prevent the spread of infection. For example, children do not attend when they are ill and they learn through their daily routines and observing staff practice about the importance of self-care. Children are developing an understanding of the importance of hygiene and spontaneously wash their hands before preparing fruit for their peers snack. They say that they do this to make sure that their hands are clean and to wash away the germs. Children's health needs are well met due to secure procedures and practices. Most staff have current first aid certificates which entitles them to administer to any minor accidents which occur to the children and there are clear procedures for the administration of medication. However, the recording of accidents and medication does not contain sufficient detail to accurately reflect the situation. Parental consents enable staff to seek medical advice or treatment for the children in an emergency situation.

Children have good practical experiences which help to promote their interest in healthy eating. They take turns to prepare snacks and discuss the merits of this with staff as they do so. Children have a selection of vegetables such as onions, carrots, potatoes and swede in the home corner each day so that they can prepare 'dinner' in their role play using real food. Staff are on hand to stimulate discussion, for example, about taste and smell. There is a changing snack menu each day which includes fresh and dried fruit as well as items such as cheese and bread sticks. Parents are asked to provide healthy packed lunches to reinforce the healthy eating message. Children have drinks mid-session, choosing between milk and water and also help themselves throughout the day to water from the drinks dispenser. This encourages an awareness of their bodies' needs and promotes their independence.

Children have good opportunities for fresh air and exercise. They are able to freely choose whether to play indoors or outside and have access to a range of activities which are set up outdoors such as painting, construction, playdough and drawing. This demonstrates to children that 'indoor' activities work just as well outside and creates a positive attitude to playing in the fresh air. Children engage in physical activities which promote their physical development. They skilfully ride their trikes and climb on the climbing frame, developing balance and control of their body movements.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play in secure premises which are well maintained, warm and welcoming. They are able to move around freely and independently, choosing for themselves when to play indoors and outside. The wide variety of good quality play resources are clean and safe and some can be accessed by the children from low storage units. This means that they can make decisions about what they do. They use low furniture to enable them to play with their activities at a comfortable height and can lounge on the soft seating in the library area.

There are good procedures in place to ensure that children are kept safe. The premises are checked everyday before they arrive and a risk assessment of the route and destination in relation to outings is undertaken. This ensures that hazards are identified and removed or reduced to make sure that children's safety is not compromised. However, ancillary rooms are

not always secured providing an opportunity for children to access these unnoticed. Children learn to keep themselves and others safe. They know how to use equipment safely, for example, carrying scissors and knives safely and spontaneously mopping the floor with cloths when water has been spilt to prevent their peers from slipping. Children have a good understanding of road safety and how to behave when they are taken on outings. For example, they know that they need to hold hands and walk not run, listening carefully to the adults instruction. They use the same routines for crossing the road each time they have an outing which means that they become very familiar with this procedure.

Children's welfare is safeguarded well because staff know what to do in the event that they are concerned about any of the children in their care. They attend child protection training to ensure that they are kept up-to-date with information and current practice and are familiar with reporting and recording procedures.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy, relaxed and settled. They confidently leave their parents and quickly settle down to their activities. Many activities are child initiated and children act responsibly when deciding what they want to do. For example, they help themselves to their drawing, cutting and collage resources, designing and making a picture without adult input. Younger children experience a broad range of activities which are planned around the Birth to three matters framework. This means that activities are suitable for their stage of learning and designed to encourage the development of their social, emotional, intellectual and physical skills. Staff assess the younger children's progress, however, they do not always refer to these to plan for the next stage of their development.

#### **Nursery education**

The quality of teaching and learning is good. Staff demonstrate a good knowledge and understanding of the Foundation Stage of learning, planning a wide range of activities which stimulate and interest the children. The broad range of resources support children across all areas of learning and serve to promote a positive attitude. Their progress is observed and assessed using the Swindon Assessment programme, however, this information is not always used to plan for the children's future learning. Children are empowered to contribute their own ideas and solve problems with appropriate adult support, for example, when constructing three-dimensional models. Staff question children effectively to extend their activities and encourage them to think about what they are doing and why, for example, why the children take the materials they use such as cartons, paper and foil to the recycling bank.

Children are self-assured and eager to learn, showing high levels of concentration and independence. They play cooperatively and share ideas such as how to prepare their 'dinner' in the home play area, acting out the roles they have decided between them. Children understand their boundaries and help their peers with tasks, for example, cleaning the table and surrounding floor space when they have finished their creative activity. Children have a good command of language and confidently enter into meaningful discussion with their peers and adults, for example, when comparing their shadows. Children are enthusiastic about their interactive stories and thoroughly enjoy taking turns to use the props to illustrate the story as it progresses or to watch and listen as the story unfolds. They anticipate what might happen next and join in with repetitive phrases. Children can recognise their own names, such as when they self-register,

and are developing their early writing skills by labelling their own pictures and having free access to a range of writing resources.

Children are developing an interest in number and there are many opportunities for them to practise this informally. They regularly sing number songs which help them to consolidate their understanding about calculation, for example, counting how many children are left as they sing 'five little speckled frogs' and adding to when counting the number of sails on several boats. Children can recognise simple shapes such as circles and triangles, they are also beginning to learn about more complex shapes such as hexagons and pentagons, counting the number of sides and enjoying experimenting using unfamiliar words. Planned activities give children opportunities to weigh and measure, and to compare size. Children have very good opportunities to learn about their own environment. Irrespective of the weather they regularly walk in the local woods, learning about the natural world, and also take turns to visit the library. Children take turns to visit the recycling bank to dispose of their used materials which entails a bus ride thereby giving children the experience of using public transport and learning about how to keep themselves safe when crossing the road. However, they do not have many opportunities to learn about the wider world. Children confidently use simple everyday technology in their play, such as programmable toys and magnifying glasses with varying degrees of magnification to compare the size of objects. Children construct three-dimensional models from a range of resources which enables them to explore different fixing and construction techniques, such as smooth blocks, popoids and meccano.

Children use a range of resources which promote the development of their physical skills. They skilfully cut around outlines with scissors and demonstrate good hand-eye coordination in the sand tray as they pour sand from one container to another without spilling the contents. Children have opportunities to develop their large muscle skills using the climbing frame and expertly negotiate their wheeled toys around obstacles to prevent collisions. They can throw and catch balls and have good spatial awareness. Children enjoy pretend play, acting out roles which are familiar to them, for example, they decide who is going to be the baby and who is going to cook dinner. They use fresh vegetables which they are able to peel and cut and have a wide range of dressing up clothes to support them in their imaginary roles. Children have daily opportunities to explore a range of media and materials, including paint, collage and dough. They enjoy writing their names in the gloop mixture and watching as it trickles through their fingers, learning that they can change the texture and properties by adding more water.

### **Helping children make a positive contribution**

The provision is good.

Children's spiritual, moral, social and cultural development is fostered.

Children are confident and forming good relationships with their peers and the adults who care for them. They learn to socialise and to play and work cooperatively with each other. For example, a group of children help each other to mop up a water spillage, finding cloths and determining between them how they intend to address the situation. They do this competently and without the need for adult input. Children are well behaved, polite and understand the sensible and easily understood boundaries. They take their lead from the adults who are good role models and who promote positive management of children's behaviour based on regular praise and encouragement.

All children are welcomed into the setting and receive good support to help them progress. Their individuality is respected and their needs known by the staff who liaise with their parents

to ensure that relevant information is shared. This enables staff to plan care and activities to support children's specific needs. Children are encouraged to access all activities and the attitude is very much one that children can and will achieve no matter how big or small the steps they take. Children are developing a positive attitude towards others. They have opportunities to learn about different traditions and cultures within their local community. They are beginning to take responsibility for the environment saving their paper, foil and plastic cartons and taking turns to take this to dispose of these at the recycling bank.

Partnership with parents is good. Parents receive good information about the pre-school and the provision offered. They receive written and verbal information and are kept informed about their children's progress informally each day and more formally termly. Parents are encouraged to help their children learn at home using a range of activities to develop, for example, their communication and number skills. They are asked to comment about the success of the activity and to contribute to the children's ongoing assessment. Parents comment that they are very pleased with the care their children receive, staff friendliness and support.

### **Organisation**

The organisation is good.

Children benefit from the organisation of the setting. There are clear recruitment and selection procedures in place and all staff are appropriately vetted to confirm their suitability to work directly with the children. High adult: child ratios mean that children are supervised well and receive good support. Staff are enthusiastic and have a strong commitment to their role. They are experienced workers and regularly attend training to ensure that their practice is up-to-date, sharing their knowledge with their colleagues.

A comprehensive range of policies and procedures provide a suitable framework for the success of the setting. Staff implement and regularly review these so that they continue to be relevant. Children's record forms are regularly reviewed with parents to ensure that the information is correct and all required documentation is in place. However, some documentation does not contain sufficient information. All records are securely stored so that confidentiality is maintained.

Leadership and management is good. Staff are committed to continuous improvement and regularly evaluate all aspects of the settings activities and procedures. For example, children now have free access to the outside play area throughout the whole day so that they are able to take full advantage of the play resources and activities. Further development of outdoor activities is planned to expand children's experiences. The manager supports staff in their development, encouraging them to attend training and giving them opportunities to practise the skills they have learned, for example, introducing the children to story boards. The committee do not have day-to-day contact or input to the organisation of the setting nor to the educational provision. However, the manager reports to them periodically to ensure that they are aware of the progress the setting is making.

The provider meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last care inspection the provider agreed to ensure that a statement is in place in relation to the procedure to be followed if a parent fails to collect a child or a child is lost. A policy

statement has been implemented and staff are clear about the procedures they must follow. This means that children's safety is assured.

At the last nursery education inspection the provider agreed to: improve planning of activities and stated learning intentions for the children; increase opportunities for children to read and write their names; and provide parents with more opportunities to share what they know about their children and to discuss their progress. The provider has addressed these issues by ensuring that: planning includes all areas of learning and that the learning intention is clearly recorded and shared with staff so that they can implement this effectively; children have the opportunity to recognise their names when they self-register at the start of the session and activities that encourage them to develop their writing skills; parents frequently talk with the staff about their children; and a parents' evening is held termly where they can learn about their children's progress. This is in addition to the daily exchange of information.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that accident and medication records contain sufficient detail to give a clear account of the incident and action taken
- ensure children cannot gain unsupervised access to the ancillary rooms in the entrance lobby.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that children's assessments are used to plan for the next steps in their individual learning (also applies to care).

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)