

Moira Pre-School

Inspection report for early years provision

Unique Reference Number	226229
Inspection date	11 May 2007
Inspector	Janice Rizvi
Setting Address	Village Hall, Ashby Road, Moira, Swadlincote, Derbyshire, DE12 6DP
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Registered person	Moira Pre-School
Type of inspection	Integrated
Type of care	Sessional 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.

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?

Moir Pre-School was registered in September 2004 and is run by a committee. It operates from the village hall. It has use of the main hall, further games hall, kitchen, toilets and an enclosed outdoor area. It serves the local area and surrounding villages. A maximum of 26 children may attend at any one time. The setting is open each weekday morning, for children age from three years, from 9:15am to 11:45 and for two afternoons per week on Tuesdays and Fridays for children age from two years, from 12:30 to 14:30, during term time only.

There are currently 41 children from two to five years of age attending the pre-school. Of these, 30 children receive funding for early education. Children attend for a variety of sessions. There are at present no children attending the pre-school who have learning difficulties and/or disabilities or who have English as an additional language.

There are six members of staff who work with children. The role of supervisor is shared by two staff. Five members of staff have an appropriate early years qualification and a further member of staff is working towards a qualification. The setting benefits from the support of Leicestershire Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good hygiene practices through well-planned daily routines. Adults explain to children about the necessity for hand washing. Older children are becoming increasingly aware of their own personal needs and staff offer good support to younger children in helping them to recognise theirs. Children use soap and paper towels for hand drying, which they dispose of correctly. Good procedures for nappy changing, hand washing and hygienic food preparation sustain high levels of hygiene and help prevent the spread of infection. Sick children are cared for appropriately. Parents are contacted and children are excluded if considered infectious. Adults also ensure that parents are notified by newsletters of any infections diseases in the setting and advised of exclusion periods. This good practice helps to maintain children's health and reduce infection.

All children enjoy physical activities. The large hall is mostly used for games requiring more space as the outdoor area is smaller and more confined. They develop control of their bodies through games, such as practising and competing for the forthcoming 'sports day'. More-able children know that if they walk slowly they can balance the egg on the spoon and it will not fall off. They compete in groups according to their age and ability, in running races and picking up bean bags. Children learn balancing skills as they negotiate obstacle courses and hand and eye coordination through bat and ball. During circle time pre-school children have a 'wake up' session when they learn to stretch and flex their bodies. When weather permits, activities are taken outside and children experience a different concept of the space around them. Younger children enjoy learning to pedal and steer their bikes and wheeled toys. Children are developing an awareness of the effects of exercise on their bodies.

Children enjoy some healthy snacks such as fresh fruit and raisins which are alternated on a weekly basis with biscuits provided by the pre-school. On occasions, sweet biscuits such as 'custard creams' are served, which is inconsistent with the setting's and government's policy of healthy eating and does not entirely promote children's healthy growth and development. Snack times are sociable occasions where children can sit and talk to each other and eat at their own pace. Drinks are available for children on request. Pre-school children enjoy their café style snack bar which they access as they choose, meaning their play is not interrupted. Younger children sit together in a group, where they are helped to pour their drinks and have a choice of milk, juice and water. This provides them with opportunities to take responsibility for their own needs and ensures their fluid levels are maintained.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children receive a warm welcome from adults who ensure the environment is secure, interesting and relaxing for them when they arrive. Activities and resources, which are clean, safe and appropriate for the age of children using them, are displayed in an attractive way. Children's work is proudly displayed with their name and annotated with their comments, which encourages children to have a sense of belonging to their group.

Children's risk of injury is minimised due to staff's vigilance. Visual risk assessments relating to in and outdoors are undertaken daily. Activities are risk assessed and adjustments are made where necessary. Access to the premises is monitored by pre-school staff and a visitors book

is used to establish a record of who is on the premises at any one time. Children are helped to keep themselves safe through a range of planned activities such as outside visitors coming to talk to the children about road safety and the dangers of talking to strangers. Children are encouraged to help tidy and play safely to prevent accidents. Staff inform children of any dangers and the possible consequences. For example, telling children to 'hold hands and walk in pairs' on outings to keep safe when walking.

Children are protected from harm. Adults have a good understanding of child protection issues and of their responsibilities in this area.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter with excitement and confidence, demonstrating they are very familiar with the routine and eager to learn. New children are reassured and supported by staff. Once they become familiar with the setting they become interested in the wide range of activities provided to support their learning. The environment is thoughtfully prepared and set out by staff to be fully inclusive for children of all abilities. Children fully participate in all the activities and particularly enjoy incorporating musical instruments with actions during story time and practising for sports day. Older children freely select their name cards on entering and sit attentively as staff call the register, when they are encouraged to recall their experiences and share their feelings and emotions. Younger children enter and eagerly go to their choice of activity. Children's self confidence is increased by having a sense of belonging. Staff know the children well, which is reinforced through key worker groups, where children have the opportunity to contribute their ideas, be aware of their own needs and show concern for others. They listen to adult instruction and behave appropriately. Children under three benefit from their own afternoon sessions. Staff use the 'Birth to three matters' framework for planning their activities and assessing their progress. All children's independence and confidence is promoted through everyday routines.

Nursery education.

The quality of teaching and learning is good. Children are making good progress through the stepping stones towards all areas of the early learning goals. Adults have a good knowledge of the Foundation Stage and what children are expected to gain from their activities. Planning is detailed and clear, covering all areas of learning and all staff are fully involved. Children enjoy a good range of resources and activities. Initial and ongoing assessments are dated and clearly show how children are progressing. Children's self-generated work sheets support these formal assessments. Children's individual needs are taken into account and staff are flexible when implementing any planning.

More-able children's concentration spans are very good. Some will persist at an activity until completed. They play well together, being able to take turns and knowing what is right from wrong. For example, when another child upsets them they do not retaliate but wait for staff to manage the situation. Children enjoy talking about their activities with staff and each other. Older children negotiate with staff and are confident in expressing their own ideas. Children confidently choose from the activities available and initiate their own play, but also ask for additional resources if they have not been put out. Their independence is encouraged as they decide when to take their snack.

Children are developing their competencies well across the four aspects of communication, speaking, listening, reading and writing. Less-able children enjoy making marks in a variety of ways and regularly use paint. More-able children write their names whenever they complete a piece of art work and access the writing table independently. They demonstrate their pencil control as they colour in neatly between the outline of their pictures. They learn to read and recognise simple words as they sit and listen attentively during story time.

Children use mathematical language freely during their play. They are familiar with positional language because staff frequently use this with them. Children talk about comparing objects and can be heard problem solving. For example, 'this one is too big, shall we try this one?' Their knowledge of the local community is enhanced through outings and returning to draw their map of the village. Children are beginning to make sense of the world around them by investigating and exploring through first-hand experiences in an interesting environment. They have opportunities to observe, explore, question, and be curious in a broad range of activities. Children talk with much interest about recent outings and are helped to recall detail, for example talking about their forthcoming visit to the farm. They are able to remember the names and sounds of animals. Children begin to know about their own cultures and beliefs and those of other people. They celebrate each other's birthdays, learn the significance of different festivals and customs.

Children are beginning to learn about everyday technology. More-able children have developed very good mouse control and enjoy dropping and dragging the cursor to enlarge and reduce the size of images. They independently choose and print off their patterns for drawing and colouring. When playing in the 'farm shop' they use the cash register and scales and other programmable toys, such as telephones and battery operated toys, for everyday learning. When playing with the magnetic village they learn they can move the objects by manoeuvring the magnet under the table.

Children are able to be creative, expressing their own ideas and thoughts through art, music, role play and imaginative play. They use their senses and imaginations to create their own work and to communicate their ideas. For example, on completing and linking a construction toy a girl says 'look I have made a very long motorbike' and asks an adult to hold the end while they step under and over. Children use a wide range of materials and tools to help them to express their creativity. Children have a particularly well-developed sense of rhythm, know a lot of the songs by heart and sing tunefully. They use facial and body movements to express themselves and play out different situations in role play. Children have free access to musical instruments and enjoy all creative activities.

Helping children make a positive contribution

The provision is good.

All children are welcomed into the nursery. They learn about diversity and the wider community from outings and the good range of resources available to them, for example, trips to the children's farm, colourful and attractive posters illustrating different animals and taking part in drawing a map of their village. Children learn to respect each other. Adults provide good role models and give prompts to say 'please' and 'thank you'. Children are valued and their self-esteem is promoted. Practitioners listen to children, respect their ideas and often support them in carrying out the ideas in role play and activities. Younger children are afforded dignity and respect during nappy changing. Children's individual needs are discussed with parents in detail. Any special requirements or information are discussed and consistent communication

and information exchange takes place. Exceptional needs of children are recognised and met sensitively.

Children's behaviour is good. This is influenced by the staff's calm approach and constant praise and encouragement. Any issues that do arise are dealt with quietly and without humiliation to the children. Children are taught the consequences of their actions on others, which helps them in learning to play together and share.

The partnership with parents and carers of funded children is good. The pre-school obtains good information from parents to enable appropriate care to be given. Parents are provided with an informative prospectus that contains clear guidance on the six areas of learning, activities and routines. At the start of the placement they are informed of the six areas of learning, news letters and information on staffing. The setting actively encourages parents to be involved in their children's learning by sending regular 'Activities at home sheets' with suggestions of activities and rhymes that can be done at home. However there is no section on these sheets for parents to feedback their findings on their child's ongoing progress, which limits their role in participating in their child's education. Parents are invited to attend coffee afternoons approximately twice a year when they are able to meet with their child's key worker to discuss developmental progress. They are kept well informed about what their children have been doing during the sessions and a good relationship exists between parents and the staff. This assists in helping children feel secure. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

All mandatory records are in place. Policies and procedures are reviewed regularly and made available to parents and staff. This underpins the smooth running of the service. Good recruitment procedures and ongoing suitability checks for staff are in place, with new staff undergoing an induction programme. This helps to ensure children's safety. Each term managers undertake assessments of the pre-school working practices in relation to the National Standards and make any necessary adjustments in order to improve standards. The adult to child ratios are maintained and at times exceed the minimum staffing ratios. This good practice benefits the care and welfare of children.

Leadership and management of funded children is good. Adults work well together as a team. The manager ensures adults feel valued and regularly consults with them during staff meetings. All adults have a good understanding of individual children's needs and make adjustments in the planning to cater for these. The management continually observe and evaluate their practices in order to ensure children receive a good standard of education. All this provides an environment for children that is conducive to learning and play. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspections of care and education five recommendations were raised. Firstly, to ensure the complaints procedure includes the address of the regulator. The complaints procedure has been amended as required and is displayed in the documents folder available to parents at each session. Secondly, to ensure the daily record for children and staff is completed and includes the hours of attendance. The attendance register is now completed, including children's full names and the name of staff caring for children. Parents also sign children in and record

their time of arrival and departure. Thirdly, to improve the planning for the use of time and resources, so there is a balance between activities directed by staff and those selected by children, ensuring they are taught all the early learning goals in appropriately-sized groups. The setting have introduced separate sessions for younger and older children. Small key worker groups have been introduced for two sessions each week, when adult directed activities are planned according to children's individual needs. For the remaining sessions children learn in a supported free play environment with their own choice of activities. Fourthly, to adapt the system of assessment to include information gathered from parents which is used to inform planning for teaching the next steps of children's learning according to their individual needs. The setting has created baseline assessment sheets that are discussed with parents to identify individual children's skills and next steps in their learning. These are reviewed again mid-term together with parents. Lastly, to ensure staff are confident and secure in their knowledge and understanding of the early learning goals. The staff responsible for planning the early learning goals attend the required four day training days each year in addition to other relevant training to update their knowledge, which is shared with all staff at the weekly meetings in the setting. The setting's attention to the above issues have improved the quality of care and outcomes for children.

Complaints since the last inspection

Since 1 April 2004 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):

- develop snack time to include more healthy options in line with the government initiative for healthy eating.

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):

- continue to develop the 'Activities at home' sheets to stimulate a two way flow of information that respects the role of parents in their child's education.

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