

Moore Pre-School Nursery

Inspection report for early years provision

Unique Reference Number	EY273777
Inspection date	12 June 2007
Inspector	Anne Drinkwater
Setting Address	Sandymoor Hall, Pitts Heath Lane, Runcorn, Cheshire, WA7 1XA
Telephone number	01928 597710
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Registered person	Moore Pre-School Nursery
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?

Moore Pre-School Nursery which is run by a committee has been operating for over 30 years. It is based at Sandymoor Hall Community Centre in Runcorn, Cheshire. It operates from a large hall in the centre and serves the local area. A fully enclosed outdoor play area is available.

There are currently 49 children on roll of which 46 receive funded education. Children can attend a variety of sessions. The pre-school is open Monday to Friday term time only. Sessions are from 09.15 to 11.45 with some additional afternoon sessions operating at various times of year.

Six part-time staff work with the children. Over half the staff have early year's qualifications to National Vocational Qualification Level 3. The pre-school receive support from the early years development team.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for by staff who follow the policies and procedures which underpin the good quality of care offered, promoting the health and welfare of the children. The staff ensure that written permission for administering medication and seeking emergency treatment is obtained and effective systems are in place to record and inform parents if any medication has been administered. All staff are trained in first aid and a well stocked first aid box is easily accessible. There is a clear sickness policy, which is shared with parents. Children who are infectious are not allowed to attend the pre school so that others are protected. The setting has an attractive outdoor environment which is used as an extension to the play room; children are protected from the sun with sun hats and sun block with parent's permission.

Children have a healthy and varied diet. All snacks ensure they are well nourished by means of a variety of fresh fruit at snack time. They demonstrate good social skills as they sit together to eat. Their independence is fostered as they help themselves to plates and cups, select their favourite fruits and then clear the tables when finished. Although drinks are given to the children when playing on a hot day and snack time, fresh drinking water is not freely available to keep children sufficiently hydrated.

Children enjoy many good opportunities for physical activity; they have the opportunity in participating in non competitive sports days, a structured physical education session weekly and are able to have fresh air all year round as they make good use of the outdoor play area which promotes their physical development and well-being.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The play room is organised to encourage children to explore and develop their independence. Resources are stored on low-level shelves so that children can make choices in their play and can be easily involved in clearing away; this helps them to learn to keep their play environment free from trip hazards and to learn to respect property. Children move confidently around their environment, both indoors and outside. Space is organised to allow children opportunities to be busy, such as with art and crafts activities. A large selection of high quality books are freely available to the children and supports children's learning well. In good weather the outdoor space is used as an extension of the indoors, covering all of the areas of learning and the developmental needs of the children.

Mobile boards display children's artwork which shows their work is valued, makes the environment attractive and helps children develop a sense of belonging. Children are kept safe because regular risk assessments are carried out that enable them to work, play and explore their environment with minimal danger. Children have developed a good understanding of the principles of keeping themselves safe. For example attractive written signage reminds children to respect their environment.

Health and safety procedures are understood and followed by all the staff to protect children whilst on the premises and on outings, where appropriate adult-to-child ratios are maintained. Good systems are in place to ensure children are kept safe in the event of a fire. Equipment is

regularly checked and maintained and children practise regular fire evacuation so that they become familiar with the routines and learn about keeping themselves safe.

Children's welfare is safeguarded because staff are aware of the child protection policies. They have a secure understanding of signs and symptoms of abuse and know what actions to take if they have any concerns about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the pre school because the staff establish positive, warm relationships with them, helping them to feel settled and secure. They make the environment, the resources and the activities, fun and meaningful to them. All of the activities are child-led and follow children's interests. This helps to ensure the children engage in their play and so effortlessly absorb the learning opportunities provided. Staff work well together to provide good quality activities throughout the day. The planning is used efficiently to support their development and well-being. The children under three are confident in their relationships with each other and with staff.

Nursery Education

The quality of teaching and learning is good. The staff who work with the children have a good understanding of the Foundation Stage. They understand how children learn, and apply this as they support children with the rich blend of learning opportunities provided. All staff interact well with the children and skilfully know when to let children develop their play on their own and when to offer support. Staff assess the children's starting points and build effective plans for them based on their individual interests.

Independence skills are promoted as children organise their play, take themselves to the bathroom to wash their hands and use the toilet. They are beginning to develop care and concern for others. Children share resources and take turns. They listen carefully to the daily story session, confidently naming animals from other countries. Children are able to fully express themselves with time at circle time to relate their experiences with 'Edward Bear'. They confidently make and create in a comfortable, lived in environment where they feel at home and at ease.

Children enjoy good relationships, listening and speaking to each other speak about their ideas and experiences. They cooperate well together to achieve tasks. They are developing good skills outdoors through playing on wheeled toys and manoeuvring the wheel barrows in the many play houses provided for them. Weekly circuit sessions and an annual sports day give children the opportunity in non competitive physical activities. Mark making opportunities are evident throughout the nursery. Children's independence is fostered as they freely access a wide range of crayons, pencils and felt tip pens to support their emergent writing skills.

Mathematical language is introduced through fun activities and daily routines. Staff help children to count as they file in and out of the play areas. Children learn to sequence, complete puzzles and to sort, as they select from the wide range of equipment on display. Children are eager to participate in the broad range of rich and stimulating activities. They have many opportunities to freely express their creativity and develop their skills during art and craft activities. Children readily access tools and make a wide variety of art and craft models which are displayed around the room for other users to share and enjoy the environment. The emphasis

is placed on the process of children doing rather than the end result, which supports children's development. Technology is integral to children's play and is routinely used throughout the nursery.

Helping children make a positive contribution

The provision is good.

All children receive a warm welcome into the pre school and settle well into the care of the staff. They take part in the full range of activities which are designed to be made accessible to all children as they are planned according to their individual needs. A considerable amount of work is done with outside agencies to offer appropriate support to children with learning difficulties and additional needs.

Children benefit from using a varied range of resources to promote a positive view of the wider world and increase their awareness of diversity and of difference.

Behaviour is very good and children are learning right from wrong because the staff are consistent in the way they actively promote positive behaviour throughout the pre school. They listen to what children say and act as good role models as they say 'please' and 'thank you' to the children. Children develop respect for others because the sensitive staff encourage them to understand that their behaviour may have an impact on others. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. All children benefit from the staff's enthusiasm to create a positive partnership with parents. Parents are asked for details about their children to help the staff meet the care needs and also a starting point on which to build their development plan. There is clear information available about the setting, a settling-in procedure and all families are made to feel welcome and included. Parents are informed and actively encouraged to participate in activities especially cultural festivals. They have the opportunity to exchange information about their children on a daily basis with the experienced and friendly staff. Procedures are in place so that all necessary information about the children can be shared to promote their welfare and meet their individual needs.

Organisation

The organisation is good.

Children benefit from being cared for by qualified and experienced staff throughout the pre school that are friendly and very caring. Staff work well as a team and are clear about their roles and responsibilities, resulting in children's development and learning needs being met. There are good recruitment and induction procedures in place although staff files would benefit from some organisation. Policies and procedures are used effectively to promote the welfare, care and learning of children. Staff are expected to read and have ownership of the policies so that they underpin the care offered to the children.

The layout of the pre school is well organised so that children are able to work, rest and play indoors and outside throughout the day. Staff know the children well and offer appropriate support and care throughout the day. The manager recognises the strengths of the staff group and values feedback from parents about the care and education offered. This helps to identify areas for improvement. Although monitoring of children's observations and learning, needs to be strengthened.

The leadership and management of the nursery education is good. Staff are actively encouraged to undertake relevant training to further their professional development. An appraisal system is in place which provides opportunities for them to identify strengths and areas for development. The pre school has close links with local schools and arranges visits to school to help ease children's transition to school from the pre school. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection two recommendations were made. These were to make available to parents, a written statement on special needs which is consistent with current legislation and guidance and increase the frequency of fire drills.

Both recommendations have been fully met and as a result children with additional needs are fully included and children know and practise the drill to ensure their safety.

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 complaint record may contain complaints other than those made to Ofsted.

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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):

- encourage children to access drinks independently and make them permanently accessible
- ensure staff files include all relevant details.

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):

- introduce a regular system for monitoring the nursery 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