

# Mossley Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY274354
<b>Inspection date</b>	13 June 2007
<b>Inspector</b>	Sue Anslow
<b>Setting Address</b>	Old School, Community Centre, Leek Road, Congleton, Cheshire, CW12 3HX
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<b>Registered person</b>	Mossley Pre-school
<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?

Mossley Pre-school is managed by a voluntary committee made up of parents of children at the pre-school. The pre-school has operated for many years but was registered in its current premises in September 2003. It operates from two large halls in the Old School Community Centre in Mossley, just outside Congleton. A maximum of 52 children may attend at any one time. The pre-school runs during term times only and is open each weekday morning from 09.30 to 12 noon and every afternoon except Thursday from 12.15 to 14.45. Friday's rising fives session runs continuously from 09.15 to 15.15. The children have access to an enclosed outdoor play area.

There are currently 87 children aged from two to under five years on roll. Of these, 44 children receive funding for early education. Children come from a wide catchment area and the majority move on to Mossley School, although not all. The nursery currently supports a number of children with learning difficulties and a number of children who speak English as an additional language.

There are 11 staff working with the children, eight of whom hold appropriate early years qualifications. Staff work closely with advisors from Cheshire Sure Start, the local children's development centre and the reception teacher at Mossley School.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is protected and promoted through good routines and staff's knowledge of the sick children policy. Accidents and any medication required is managed and recorded as necessary. However, parents do not sign their acknowledgement of the medication administered and have not given written permission for emergency medical treatment, which compromises the children's health in these areas. Children wash their hands after using the toilet and use wet wipes before eating. They learn about the need for cleanliness and the effect of 'nasty germs', for example, they are reminded to get a clean cup when the first one falls on the floor. Good hygiene is promoted well within the setting. Surfaces are cleaned with anti-bacterial spray and bins with lids are provided for tissue disposal. Healthy snacks are provided mid-morning and mid-afternoon and children staying all day bring a packed lunch. Children enjoy a healthy snack every day including fresh fruit, salad items, cheese and breadsticks. Effective systems are in place to ensure children's individual dietary needs are met at all times, in consultation with parents. Advice is given to parents about the contents of their child's lunch box and children thoroughly enjoy participating in baking activities and making their own sandwiches, which teaches them about healthy eating.

Children enjoy a good range of activities which enables them to explore and extend their physical capabilities and so promote a healthy lifestyle. They are confident when using a range of wheeled toys and climbing equipment and they move safely and with increasing control, both indoors and outside. Riding bicycles and scooters, climbing and balancing, throwing balls, playing circle games and dancing promotes children's physical development and coordination. The children use a range of small tools and play materials, such as scissors, construction kits and puzzles, to enhance their hand eye coordination and manual dexterity. They are becoming aware of their bodies as they look in the mirror, compare sizes and heights and actively sing 'head, shoulders, knees and toes'.

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

The provision is good.

Children enjoy ample play space in the two large halls, with easy access to a range of resources and natural play materials, such as paper, textiles, play dough and pasta. These materials stimulate children's imagination and extend their learning experiences. Opportunities for climbing, sliding, balancing and manoeuvring wheeled toys around, promotes children's physical development and body control. A range of activities are prepared and set out for each session, enabling children to enjoy the freedom to choose what they want to play with. They have easy access to the playground outside where a balance of active and quieter activities are available. All equipment is kept clean and regularly checked for safety, enhancing the children's general welfare.

Children's safety and security is protected by close supervision and effective procedures followed by staff. Children learn how to keep themselves safe through a variety of activities and discussions with the staff, for example, not running too fast outside, not walking up the slide

and knowing what to do when the fire whistle sounds. Effective systems are in place to ensure that children are collected by named persons, with suitable arrangements for emergencies. Children's welfare is well protected by staff who have a sound knowledge of child protection procedures. Staff have attended training and are aware of their responsibilities with regard to recording and reporting any significant concerns. Procedures are shared with parents in the freely available policy file.

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

The provision is good.

Children are happy and settled in the setting. They enter the group happily and quickly leave their parents, to play with their friends. Written daily plans ensure that all children take part in a range of stimulating and enjoyable games and activities, appropriate to their age. Children play altogether or in smaller groups, indoors and outside, having fun and learning new skills which promote their development in all areas. All children enjoy a range of art and craft activities, which promotes their imaginations and creativity. They proudly show their parents or carers at the end of the session, or stick the pictures in their scrap books to look at when they leave pre-school, thus enhancing their self-esteem and confidence. Activities are organised by staff, or sometimes suggested by the children, to provide fun and a wide range of learning experiences alongside their friends.

Children receive lots of support, encouragement and contact from the staff, which means that they feel safe and secure in the care of familiar adults. Staff are knowledgeable about the children and they use this information well to meet their needs. Activities are assessed for interest and value and each child's progress is recorded to ensure ongoing learning takes place. Written assessments are made at the end of the child's time at pre-school. However, lack of regular overall assessments throughout a child's time in pre-school, hinders the close monitoring of all areas of development. Children are confident and eager to learn and enjoy a range of activities that are appropriate for their age and stage of development. They are encouraged to help each other, for example, when passing round snack food or tidying up. Staff ask children open ended questions enabling them to think and communicate. For example, 'Where are the stars', 'How many days are there in a week' and 'Which object is missing'.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a good knowledge of the curriculum guidance for the Foundation Stage and plan a range of interesting activities across the six areas of learning. The staff team work well together to provide the children with a range of well planned activities that actively engage their interest, for example, making ginger biscuits in the shape of stars to link in with the nursery rhyme 'Twinkle, twinkle little star'. Children are confident to see to their own needs and are eager learners. They are beginning to recognise letters and words as they pick out their names to put above their coat peg and cut out the 'letter of the week' which they have diligently coloured in. Children practise their mark making skills with various implements and often use pencils and paper during role play sessions, for example, in 'the office'. This enhances and contributes to the children's emerging writing skills and language development. Children enjoy looking at books and listening to stories read by staff. They particularly like repeating favourite words and phrases from familiar stories and often act out the teacher's role when reading books to their friends. This enhances children's learning and understanding of the written and spoken word and the concept of story telling.

Children are introduced to numbers and counting sequences as they confidently count how many people are in the room and how many days there are in a week. They are beginning to learn simple calculations, for example, holding up five fingers, they work out how many more fingers they need to make seven in total. When discussing today's date they decide which numbers are put together to make 13. Children use construction kits, complete puzzles and enjoy making models with a range of materials. These activities promote children's fine movements and hand eye coordination. Children make height charts to compare their sizes and watch ingredients being weighed and measured during the baking activity. Creative and imaginative play is promoted well to excite the children's interest and curiosity and a wide choice of activities is provided at each session. Children move freely between being the driver of the bus taking passengers to the shops, loading up the pirate ship ready for a voyage or typing out letters in the office. A range of educational games are available to children using the computer, which promotes shape, number and colour recognition whilst learning about new technology.

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

The provision is good.

Children have equal access to all play activities ensuring each child is valued and included. Staff know children well and are knowledgeable about their individual needs. Children are developing a good understanding of their local community and the wider world through planned and spontaneous activities. Festivals are celebrated and positive images of different cultures and disabilities are reflected in books, dolls and play figures. Children with learning difficulties are warmly welcomed and included in the setting. The nominated member of staff for children with learning difficulties has attended relevant training courses and liaises closely with parents and other professionals. Written plans of activities are devised and followed to ensure all adults are working consistently. Staff work closely with all parents to give all the children a good learning experience and enhance their confidence and self-esteem.

Children behave well in response to good staff supervision and attention. They understand the need for safe boundaries both indoors and outside and respond well to the staff's requests, such as, at tidy up time when asked to put the toys away or to come inside after outdoor play. Children receive lots of praise and encouragement for their efforts, achievements and helpfulness which has a positive impact on their confidence and self-esteem. Children are polite as they share resources and take turns with the bicycles and scooters. They show affection and consideration for each other, for example, allowing a smaller child to sit in front at circle time. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Parents receive information about their child and the setting which includes daily exchanges of information, regular newsletters and a brochure containing reference to the availability of the group's policies and procedures. Staff liaise closely with parents to provide continuity of care and they value information provided by parents about the child's routine, abilities and preferences when they start pre-school. Parents are supportive of the setting, appreciating the service offered and the friendliness of the staff. New children are allowed time to settle in and parents are encouraged to spend time at the setting or to participate in the work of the committee. Notices explain what the current theme is and which letter and colour the group are working on, which helps parents extend children's learning at home, if they wish. However, parents are not provided with any written information about the Foundation Stage curriculum and the six areas of learning, which hinders their understanding of what children are learning through the many and varied activities provided.

## **Organisation**

The organisation is good.

Leadership and management is good. Staff work well together and have a secure understanding of their roles and responsibilities. Clear, effective recruitment and vetting procedures ensure that staff are suitably qualified, experienced and have a child centred approach. Regular staff meetings and informal appraisal systems ensure staff share their knowledge and expertise for the benefit of the children.

Children's health, safety and care is well supported by detailed policies and procedures which are available for parents to read at any time. Most records are kept as required and confidentiality is respected and maintained, thus ensuring good management of the children's welfare. Each child has their own key worker who liaises closely with parents and monitors the child's progress and development. This ensures good continuity of care between home and pre-school.

The qualified and experienced staff significantly improve the quality of care and education for all children. Staff work with the children consistently on a daily basis, ensuring that they are fully supported with their learning and development needs. The environment is well organised to enable children to move freely between different work areas, providing freedom of choice to promote their growing independence. Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

The provider was asked to provide fresh drinking water for the children throughout each session which has been done, ensuring the children never get thirsty. The key issues raised at the last nursery education inspection have been mostly complied with, ensuring children progress in all areas of their development.

## **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.

## **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):

- obtain written permission from parents for any emergency medical treatment required and ensure parents sign all entries in the medication records

### **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):

- track and assess children's progress at regular intervals to ensure all areas of development are covered
- provide parents with written information about the Foundation Stage curriculum and the six areas of learning.

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)