



Moore Hall Playschool Ltd

Inspection report for early years provision

Unique Reference Number	110100
Inspection date	08 September 2005
Inspector	Jenny Scarlett / Carol Readman
Setting Address	Harris Hall, Church Close, Andover, Hampshire, SP10 1DP
Telephone number	07876081026 or 01264332502
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Registered person	Moore Hall Playschool Ltd.
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 Hall Playschool opened in approximately 1975. It operates from a large room in the Harris Hall community building near Andover town centre. The playschool serves the local area. A maximum of 26 children may attend the playschool at any one time. The playschool opens five days a week during school term times. Sessions last from 09.30 to 12.00. During the Spring and Summer term the playschool offers additional afternoon sessions on a Monday and Wednesday from 12.15 to 14.45. All

children share access to a secure enclosed outdoor play area.

There are currently 34 children from 2 years 9 months to 5 years on roll. Of these 22 children receive funding for nursery education. Children attend a variety of sessions a week. The playschool supports a small number of children with special needs.

Eight part time staff are employed to work with the children. Six staff members have an early years qualification to NVQ level 2 or 3. One staff member is currently working towards a recognised early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children begin to understand the principles of a healthy diet. They eat and enjoy the freshly prepared foods at snack time with staff promoting what foods are good for them. They try new foods such as raisins and breadsticks with gentle encouragement from staff. Children learn how to keep themselves healthy, knowing that they must wash their hands before snacks and after using the toilet. They show and understand how they feel and what their bodies need, taking off jumpers because they "feel hot" or requesting drinks when they are thirsty. Staff use effective procedures to prevent the possible spread of infection, for example cleaning tables thoroughly before and after children eat.

Children benefit from all the staff holding a first aid qualification. This means that minor incidents such as bumps and falls are dealt with appropriately as staff are alert to the individual children's needs.

Children develop their fine muscle skills, coordination and control through the safe handling of a variety of equipment, tools and materials such as scissors, paintbrushes and pencils. They move freely and confidently around the playschool demonstrating good spatial awareness, for example, when sitting down for story time. The outside play area provides good physical opportunities for most children and they benefit from daily fresh air and exercise. However planned outdoor activities are not always sufficiently challenging to meet the needs of all the children.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a spacious well prepared environment because staff plan the room and equipment layout carefully. The environment is warm and welcoming to parents and their children, who are greeted individually on arrival. The individual welcome supports children's enthusiasm to enter the group and helps them to settle quickly at the start of the session.

Children benefit from easy access to a good range of indoor resources which

promote their development and independence skills. Children may rest and look at books in a comfortable quiet area or enjoy the running games outside. They are encouraged to be involved in the care of the playschool equipment and take an active part in tidy up when changes in the session occur.

Staff minimise potential hazards and risks well. They conduct regular risk assessments both indoors and out and take similar sensible precautions for off-site activities. As a result children are being cared for in a welcoming, secure and safe environment. Children learn to keep themselves safe and avoid accidental injury through gentle encouragement, for example not to run indoors. They develop an understanding of keeping themselves safe because staff enforce simple safety measures.

Staff are well deployed in all areas of the playschool ensuring the children are protected and safe at all times. Children benefit from the clear understanding and knowledge the staff have concerning child protection. All the required procedures and documents are in place to ensure the children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy learning through play. They enter the playschool confidently and choose their favourite activities independently. They select from a wide range of practical experiences which interest them and which stimulate their play effectively. Children understand the session's routines which helps them feel secure because they know what to do and when to do it. They have warm relationships with the staff and benefit from the high adult to child ratio, receiving much individual attention.

Nursery Education

The quality of teaching and learning is good. Children make good progress supported by staff who understand the requirements of the Foundation Stage for children's learning. Staff use their knowledge and skills well. They plan interesting activities that focus on particular aspects of learning such as mathematics and personal social and emotional development. They do not, however, plan effectively for outdoor physical play or identify how continuous basic provision is used to support the children's learning. Children learn at their own pace with staff knowing their abilities and being well aware of what they need to learn next. On going staff training and development results in staff having the appropriate knowledge and skills to support the children well. They maintain detailed records of each child's achievements and fully evaluate these to ensure each child is learning to their full potential.

Staff capitalise particularly well on spontaneous opportunities for learning. At circle time, for example children engage in detailed discussion relating to events that happen at home and they learn about the playschool through enthusiastic and motivated teaching. Their play is supported well, with staff often following the children's lead. They join in with children's play, encouraging them to develop their ideas and extend their thinking. Children use their imagination well to initiate role play scenarios, they enjoy dressing up and cooking dinner in the home corner.

Children benefit from the interaction with staff who promote themselves as good role models for the children. They speak to them with kindness and question them effectively. Children show an early love of books, often visiting the book area and asking staff to read them their favourite stories, or simply browsing through books by themselves. They develop their conversation skills particularly well, chatting freely to each other during activities or often with staff, who extend their vocabulary. They learn to listen, being attentive at story time and follow instructions and clear explanations such as tidy up time. Children concentrate well because they enjoy what they do. They use early mathematical language accurately in their play as they sort, count and compare the number and size of the bears.

Children develop friendships with each other, reflecting the caring attitudes of the staff who carefully manage their transition to playschool. They are beginning to be independent learners and make their own choices, for example whether to play indoors or out. They behave appropriately and begin to understand right from wrong. Children are pleased to help each other and staff and enjoy the role of biscuit monitor.

Helping children make a positive contribution

The provision is outstanding.

Children feel valued in the setting. Relationships are excellent. Children arrive at the setting happy and confident. Younger children benefit from the positive partnership staff have developed with parents. Children settle well because staff work closely with parents to ensure a smooth transition into the pre-school environment. The children are welcomed as they self register and eagerly look forward to the days activities. Children's individual pegs provide them with a sense of belonging as they store their coats and personal possessions.

Partnership with parents is outstanding. Parents and carers are well informed by staff. They share relevant background information, play activities and discuss children's specific needs. A clear and informative notice board with relevant up to date information is accessible to all parents. Children benefit from the open door policy and two way sharing of information, with opportunities for parents to speak to staff to enhance their development and learning. Parents receive very good opportunities to contribute to the assessments made on their child and to be involved in their learning. As a result, parents and carers have a very good understanding of their child's progress.

Staff are proactive in ensuring the needs of all children are being met. They demonstrate an excellent knowledge of the individual needs of the children in their care. The special educational needs coordinator (SENCO) demonstrates sound knowledge of the fundamental principles of the code of practise. As a result, staff work together with parents, carers and other professional bodies to organise the environment and plan appropriate activities to ensure the children take part at a level appropriate to their needs. Children with special needs and those learning English as an additional language are safe and are fully included in the setting. This is because of the sensitive adult support and well-planned adaptations to resources and

activities. Children develop a positive attitude to others. They visit and take part in activities within the local community and develop a secure knowledge of the wider world. This positive approach fosters children's spiritual, moral, social and cultural development.

Children benefit exceptionally well from staff who adopt a consistent and positive approach to the management of their behaviour. As a result children's behaviour is very good. They become aware of the routines and procedures and know what to expect in response to the routine changes in the session. Children know right from wrong, they are sensitive to the needs of others, readily share toys and resources and co-operate with each other.

Organisation

The organisation is good.

Children's care is significantly enhanced by the setting's effective and efficient organisation. Staff working with the children are knowledgeable and consistently promote the children's well being in line with the comprehensive and robust policies and procedures. Adequate records of the children's attendance are kept, however, the times the children attend are not recorded. Staff demonstrate a good knowledge and understanding of the Standards for Sessional Day Care and the Foundation Stage to help children achieve well. As a result, overall, the provision meets the needs of the range of children for whom it provides.

The leadership and management is good. Staff observe children's development and learning and keep detailed systematic records that help them to meet their needs. Children's records are openly shared with parents and their contributions valued to help them develop their full potential.

Staff demonstrate a clear understanding of their roles and responsibilities with relevant induction procedures and good opportunities to receive further training. This is used to help develop their skills in organising provision that meets the children's needs, keep them healthy and safeguarding their welfare. Staff work well as a team. All the staff work hard to monitor and improve the provision whilst working within the constraints of shared accommodation.

The supervisor and the management committee monitor and evaluate the provision through regular meetings, training and promoting the personal development of herself and all the staff. This results in a happy and focussed team who work effectively meeting the personal development and achievements of all the children.

Improvements since the last inspection

At the last Children Act Inspection a recommendation was made for the provider to develop staff's knowledge in protecting themselves from allegations of abuse.

The playschool have made significant improvements which promote the children staying safe. Clear and robust procedures for child protection ensure staff recognise

their responsibilities and roles towards the children's care and protecting themselves. As a result children's safety and well being is protected well because staff are able to put appropriate procedures into practice when necessary.

The last nursery education inspection highlighted the need to extend mathematical concepts and explore ways to link sounds to letters. Maths is integrated well across all activities and staff seize spontaneous opportunities to develop the children's skills and knowledge in exploring mathematical concepts. Children receive good opportunities to interact between each other and with staff. They confidently link sounds with letters when sounding out names of children when identifying who is the biscuit monitor for the day. They share and enjoy a wide range of rhymes, music, songs and stories to develop opportunities to link sounds to letters.

Complaints since the last inspection

There are no complaints to report

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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):

- increase opportunities for children to be engaged in purposeful outdoor activities and include this in the planning (also applies to nursery education)
- ensure the hours that children attend are recorded

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):

- make improvements as indicated in the care section above.

Any complaints about the inspection or the report should be made following the

procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website:
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