



Moore Village Pre-School

Inspection report for early years provision

Unique Reference Number	EY275835
Inspection date	04 July 2005
Inspector	Rita Cruddos
Setting Address	Milner Church Institute, Runcorn Road, Moore, Warrington, WA4 6TZ
Telephone number	01925 740800
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Registered person	Moore Village Pre-School Committee
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 Village Pre-School was registered in 2003 and is managed by a voluntary committee. It operates from two rooms in the Milner Church Institute on Runcorn Road, Moore, Warrington. The pre-school serves the local community.

A maximum of 30 children may attend the pre-school at any one time and children may attend for a variety of sessions. There are 35 children on roll. Of these 24 receive funding for nursery education. Children have access to an enclosed outdoor

play area. The pre- school opens five days a week during school term times. Sessions are from 09.15 until 11.45 for four mornings and from 11.30 until 14.00 on Thursdays.

The setting is able to support children with special needs and who speak English as an additional language.

The pre- school committee employs four part-time members of staff. Half of the staff team, including the manager, hold appropriate early years qualifications. The setting receives support from the local authority and the Preschool Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a good range of energetic and physical activities. They move around the environment, confidently and with good control. They show a very good awareness of space, themselves and others and manoeuvre wheeled vehicles around obstacles skilfully. During physical education sessions children learn to move in a variety of ways as they practice for the sports day, jumping for the sack race, balancing bean bags on their heads for one race and balancing items for the egg and spoon race. Children are learning to listen to their bodies and are able to rest and be active according to their needs, "That was hard work". This was one child's comment as she wiped her brow following sports day practice.

Children understand the importance of personal hygiene and staying healthy through effective daily routines, as they consistently wash their hands before eating and after visiting the toilet or after messy play. Children are protected from infection because staff are well informed of healthcare matters and clearly explain the need to wash hands to the children. All documentation with regard to health and hygiene is in place and is up to date. Half of the staff hold first aid certificates.

Children benefit from a healthy diet. Healthy eating is promoted through the availability of fresh fruit and healthy snacks. Home made bread delighted the children as they enjoyed their snack. Children are also learning about healthy foods during discussions when they are choosing the next week's snacks. Children bring their own snack one day a week and discuss the benefits of healthy choices with staff who work with parents to encourage children to try new foods. Children are able to access drinks freely as they need them as they are placed within their reach.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in warm, secure and safe environment. The indoor and outdoor areas are secure. The premises are clean and well maintained. Evidence of children's play and activities help make the environment bright and attractive, and promotes children's self esteem. Children are able to move around the environment

with ease as there is adequate space for them to play and move around freely as they independently access resources from tables, trays and boxes at child height.

Appropriate safety measures are in place to keep children safe, such as socket covers, fire fighting equipment and restricted access to the building. However the table used for nappy changing is not safe. Children develop a good awareness of safety as they are reminded not to run across the mats in the hall and sensitive reminders are placed at the children's height to remind them about safety. Children are generally well protected as most staff have an awareness of child abuse and the signs to look for. However, not all staff have a secure understanding of the child protection procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children take part in a good range of activities throughout the session. Younger children are gaining confidence as they build relationships with each other and the staff. Children are becoming effective communicators as they initiate conversations, use songs and rhymes and join in discussions at circle time. Children have opportunities to use the separate areas for play and quieter activities. They learn to share and take turns when playing with puzzles, games and small world toys.

Children are able to make connections in their learning as they freely explore sand and different textures. They represent their ideas and feelings in a variety of ways through the use of a wide range of creative materials, such as paint, dough, icing, dried cereals, vegetables and recycled materials.

Nursery Education

The quality of teaching and learning is good. Children are progressing well supported by staff that have a sound understanding of the early learning goals and of the Early Years Foundation Stage. They plan an interesting and stimulating range of activities which cover all the areas of the children's learning.

Children's individual developmental check lists clearly link to the stepping stones are completed. Staff use this information to ensure that the children are challenged appropriately. Staff support, encourage and challenge children's learning and thinking using good questioning techniques and good intervention. Staff are very good at reinforcing the children's listening skills, encouraging them to listen at circle and story time and participate in activities.

Children show a sense of belonging as they greet each other and staff as they arrive. They are actively involved in play throughout the sessions. Children are independent and enthusiastic as they choose their own activities and resources. Children freely move from one area of the setting to another, to access their chosen equipment such as the home corner, construction area or baking activity. Children are confident and relate well to each other. Children arrange crockery and food on a large tray in home corner. They then tour the room in a group before deciding to offer the meal to inspector and the setting's supervisor, "We are organising this ourselves. It's all home

made". Children count and solve mathematical problems in planned and everyday activities. Older children count confidently and reliably up to 20 and beyond. For example, when counting the number of children recorded on the register. Some children recognise and name numbers up to 10. They write numbers confidently and record mathematical activities with numbers, use animal shapes and a variety of counting and recording aids including programmes on the computer.

Children enjoy stories and can sound out and find letters for their names. They are starting to use materials for writing, but this is not available in all areas and does not allow children to begin to understand writing for a purpose. They readily select books to share with each other or with staff. Children explore colour, shape and texture using their senses in everyday activities. They sing songs with enthusiasm and create their own music with the wide assortment of instruments from around the world. Children engage in imaginative play and include up to the minute items such as home made bread.

Children explore and investigate a wide range of objects, materials and living things using their senses. They explore their environment through home and pre-school activities. Children learn about a sense of time and place as they talk about past and present events in their lives and those of their families. They learn about the roles of people in their community. They visit the local school and join in the village activities. Through topics the children are learning about cultures and beliefs.

Children concentrate on activities for long periods of time. They are confident and enjoy trying out new ideas and activities without fear of failure. Staff praise and encourage children in their learning and support them as they try things out for themselves and develop their skills.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals. They develop a positive attitude to others and gain a good understanding of the wider world and the community through celebrating and participating in festivals. This is enhanced through regular outings and access to a good range of play resources that show positive images of culture, ethnicity, gender and disability.

Children have good self esteem due to the staff team's realistic expectations of the children and the positive reinforcement they receive. The individual needs of all the children who attend are well met. Children behave well and are learning to understand the difference between right and wrong as they negotiate over the equipment. For example, in the home corner. They are beginning to work harmoniously with each other as they share small tasks. When a child asked if another can help her with the tray and food items she said, "Course she can". Staff provide clear guidance for children by the way of gentle reminders. For example, to listen while information is shared at circle time, which helps them begin to accept the needs of others.

Partnerships with parents and carers is very good. Children benefit from parent's

involvement in their learning and this helps them work together with staff to help children make progress towards the early learning goals. Extensive information is provided for parents and carers. This includes the Foundation Stage curriculum, news letters, reports, daily chats, detailed notice boards and minutes of meetings. The setting fosters children's spiritual, moral social and cultural development well.

Organisation

The organisation is good.

Leadership and management of the setting is good. Induction training, policies and procedures, with one omission, are in place and work in practice to keep children healthy and safeguard their welfare. The information is very well organised and readily accessible. Management committee members are made fully aware of their roles and responsibilities and this enhances their ability to support children. Staff training is provided and is linked to appraisals and professional development in order to meet identified needs and support improvements within the setting to meet children's needs. Training is also offered to members of the committee who also volunteer to work with the children during the sessions.

Staff have a thorough knowledge of the Curriculum Guidance for the Foundation Stage and implement this in their practice. They are well motivated and deployed effectively within the setting. Children engage in purposeful activities which are further enhanced by the staff's knowledge of child development and the difference in children's needs and development. Time is well managed and a good balance of indoor and outdoor play is used to extend learning and development for all the children.

Effective policies and procedures are in place and support staff in working very successfully in partnership with parents and carers. The range of different sessions provided also enables staff to focus activities towards the needs of the children with a high degree of skill and support. Overall, the needs of the all children who attend are met.

Improvements since the last inspection

Not applicable.

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):

- ensure child protection statement includes the actions to take if allegations are made against a member of staff or a volunteer and that all staff are able to put the procedures into practice
- ensure procedures for the changing of children's nappies complies with Health and Safety requirements

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):

- further promote mark making opportunities in all areas to develop children's understanding of writing for a purpose

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