

Mossley Hill Pre-School

Inspection report for early years provision

Unique Reference Number	322456
Inspection date	08 February 2008
Inspector	Chris Scully
Setting Address	St Matthews and St James Church Rooms, Rose Lane, Mossley Hill, Liverpool, Merseyside, L18 8DB
Telephone number	0151 724 4125
E-mail	
Registered person	Mossley Hill 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?

Mossley Hill Pre-School opened in 1991. It operates from the hall of St Matthew and St James Church in Mossley Hill, Liverpool. A maximum of 20 children may attend at any one time. The group opens Monday, Tuesday, Thursday and Friday during school term times. Sessions are from 09.30 to 12.00.

There are currently 17 children from two to under five years on roll. Of these, 10 children are in receipt of funding for early education. The pre-school serves the local community. The setting is able to support children with learning difficulties or disabilities or for whom English is an additional language.

The setting employs four members of staff. Of these, three hold appropriate early years qualifications. One member of staff is completing an additional qualification. The setting receives support from a mentor from Sure Start and is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean environment. Children are developing a secure understanding of the need for good hygiene practices and routines. They are aware to wash their hands after messy activities, such as dough and after going to the toilet. Children rush back into the room to tell staff their hands are 'all clean now' before snack. Staff are positive role models who consistently demonstrate good hygiene routines as they wash their hands at appropriate times. Older children understand the need to cover their mouths when coughing and to use tissues to wipe their noses. Thus, they effectively minimise the risk of cross infection.

A number of staff are trained in first aid, which means children's accidents or incidents are handled well. Children who become unwell at the setting receive good care due to the effective implementation of the sick child policy. Staff are attentive to children's needs and monitor them well during the session should they have any concerns about their health. Children's physical development is progressing well, although plans do not demonstrate how more able children are sufficiently challenged. Children are very confident to use large pieces of equipment and use the climbing frame with ease. Children use small tools and resources, such as tools in dough or scissors with increasing control. They learn to recognise changes in their body and confidently identify what items of clothing they need to wear that day due to the weather conditions.

Children enjoy a range of healthy and nutritious snacks. Currently the setting has no refrigeration system, so all perishable food items are brought to the setting daily. However, the system for storing some products, such as milk is not suitable and poses a risk to children's health. Staff are very aware of the children's individual dietary needs, which mean that these are met well in practice. Consequently, children are not exposed to any food products which may cause a reaction. This has also resulted in the dough being made from specialist flour to further minimise any risk to children. Children explain that they have pink milk on a Tuesday and toast with chocolate spread. However, they are extremely keen to point out that this is a 'special, special treat'. They have access to fresh drinking water in order to keep themselves refreshed, although the positioning of this does not encourage the children to independently access this. Children enjoy a relaxed social occasion at snack time where they can happily converse with the staff and their friends.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, welcoming environment. Due to the large numbers of groups using the facilities, staff are limited as to the amount of children's artwork that can be displayed. However, they make very good use of the space available. Children are very confident and happily explore the many interesting play areas created within the room. Children have access to a wide range of safe, well maintained, good quality toys and resources which are changed on a daily basis. This means children are actively engaged in purposeful play and learning experiences throughout the morning. A range of resources depicting diversity encourages the children's understanding of the wider world.

Daily visual checks are conducted of the premises to ensure they remain safe. However, the formal risk assessment of the premises has not been reviewed on a regular basis and does not

encompass specific areas or equipment in detail, such as the garden or climbing frame. Regular fire drills are conducted, which ensure children know what to do in an emergency situation. Children learn to keep themselves safe through discussions with staff and their understanding of the setting's rules. Thus, children know not to run indoors and are also supported well by gentle reminders from staff. Good collection procedures means children are collected by named persons who are known to staff. Visitors to the setting are suitable vetted and are supervised at all times by staff to maintain the children's safety.

Staff have a sound understanding of child protection issues. The named coordinator has attended appropriate training courses as have a number of staff. This is supported by the child protection policy, although this does not contain all the information relating to allegations against staff. The setting uses information well for the Local Safeguarding Children Board and has all the contact numbers of the appropriate agencies to hand in case they need to make a referral. This means children are protected from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and settled at the setting. Most children rush eagerly into the setting and are quickly absorbed in self-chosen play activities. This is due to the warm, caring relationships staff build with children, which enables them to feel safe and secure. All children are warmly welcomed in to the setting by staff, which effectively fosters their sense of belonging. Key workers and other staff provide good support to new children who may be feeling unsettled. Thus, enabling them to relax and become engaged in activities. Staff have a secure understanding of the 'Birth to three matters' framework and provide a range of quality activities for younger children. Although, this is not currently recorded within the planning.

All children receive high levels of positive interaction from staff, which enables them to communicate their ideas, problem solve and effectively supports their all-round learning experiences. Children are becoming confident speakers who enjoy the opportunities to converse with staff and their friends. They talk excitedly about the things they are making with dough as they identify that it is green and peas are green. This prompts further discussions about the things children like to eat; such as ice creams on sticks, which are 'yummy'. Children are eager to talk about their forthcoming trip to the farm and how they will go for a ride on the tractor. Younger children are becoming familiar with the daily routines and enjoy taking part in song and music times.

Nursery education

The quality of teaching and learning is good. Staff have a secure understanding of the Foundation Stage and how children learn. This enables them to provide a wealth of interesting and stimulating activities, which effectively engage the children's interest. Hence, children are making good progress. Plans effectively encompass all areas of learning. However, they do not clearly demonstrate any differentiation for more or less able children. Assessment systems are in place, which enable staff to identify the next steps in the children's learning, although this is not always made clear in the planning. Staff are skilled educators who provide the children with consistently positive interactions that enable children to make good progress in their learning. Staff consistently pitch questions at the right level for each child, thus they are able to think, communicate and effectively solve simple problems. Staff effectively extend children's language and communication skills as they regularly introduce new words and their meaning.

These include 'paramedic,' 'surgeon' and descriptive language; such as 'slimy' and 'wiggly' to describe pasta.

Children are becoming confident, enthusiastic learners who like the challenge of new activities and learning opportunities. For example, they relish the opportunities to guess the correct body parts on the skeleton in the hospital role play and to attempt to zip up their own coats. They make strong friendships and often call their friends over to join in the fun. They are keen to engage visitors in their play and happily converse with them about how they made binoculars to look at the birds. Children are well behaved and know the daily routines well, such as the five minute warnings for tidy up time. They ensure everyone knows what to do at these times and remind visitors that they need to help to tidy away the resources.

Children are confident, articulate speakers who use descriptive language well to describe what they can see and hear. They are keen to tell others about what they have done, such as going on the yellow submarine. They link sounds to letters well and recognise the letters that begin their name and that of their siblings. They enjoy listening to stories and have access to a selection of books, which enhances their enjoyment of reading. They enjoy a print rich environment, thus children learn that print carries meaning. Although, at times they have limited opportunities to write for a purpose within the different areas. Children's mathematical skills are progressing well; a number of children can count confidently to five and beyond. They happily count each other at registration and learn about addition and subtraction through songs and rhymes. They have opportunities to explore weight and changes in patterns when baking Christmas cakes and other cakes throughout the year. They use mathematical language well in everyday conversations to explain what they can see; 'this is a long, long piece of spaghetti.'

Children have a good sense of time and place. They are eager to talk about their families and the activities they do at the weekend. They are developing a love of living and growing things through topic work, such as mini-beasts and watching 'Cyril the squirrel' and his friends play outdoors. They are keen to explain how they put food out for the squirrels and watch them eat. Children build well with a range of construction kits and use everyday technology well to enhance their play. They are becoming skilled at using the laptop and are confident to seek additional support from staff in order to complete the level. They enjoy investigating different cultures, for example, during Chinese New Year they enjoy the opportunities to explore new tastes at their Chinese banquet.

Children have many opportunities to explore their imagination as they enjoy a host of different role play scenarios, such as the hospital, chip shop and home corner. By changing these areas on a daily basis children are able to become totally absorbed in new play opportunities. They eagerly take on their individual roles, such as 'surgeon' or 'paramedic' and have a secure understanding of what their role entails. They are confident to negotiate their role with their peers and ensure everyone is involved. Children show compassion as they care for their baby who is unwell and needs to see the doctor. They enjoy singing songs and have an increasing repertoire.

Helping children make a positive contribution

The provision is good.

Staff have a secure understanding of the children's individual needs and preferences and meet these well in practice. This is effectively supported by information both written and verbal, which is sourced from parents. All children are fully included in all of the activities provided.

Children are respectful of one another as they generally listen well to what each other has to say. Children feel valued as staff are genuinely interested in what they have to say, for example, discussions around their trip to see the yellow submarine. This is reciprocated by the staff who spend considerable amounts of time talking and interacting with the children, which enables them to feel valued. Children learn about the wider world through various topics throughout the year. This includes exploring various festivals, such as Chinese New Year and Japanese Children's Day. They are encouraged to learn about their local community through discussions with staff and by taking part in various charity events. This means children are developing a good understanding of the needs of others. The children's spiritual, moral, social and cultural development is fostered.

Children are well behaved. They listen well to staff and respond appropriately to their requests. They are aware of the need for safe boundaries and are confident to tell visitors that it is time to tidy away the toys. Children are familiar with the daily routines and call out to one another that it is tidy up time as they put their resources away. All children receive high levels of praise from staff for their efforts and achievements, which successfully fosters their self-esteem and self-worth. For example, receiving stickers for special achievements, such as correctly naming the colour orange. Children play well with their peers, with younger children developing an understanding of taking turns and sharing.

The partnership with parents is good. Staff develop positive relationships with parents that enable them to provide good care to children. All parents are provided with well written information about the setting and the type of care and education their child can expect to receive. Regular newsletters mean parents are fully informed about the educative programme; this includes detailed information about the areas covered. Parents state they are encouraged to provide items for the interest tables and to support the children's learning at home through discussion and activities. Parents are provided with worksheets for the children to complete at the weekend should they wish to do so. Opportunities are provided for children to take home a teddy bear and to record his adventures with them at home. This is well received by parents and children who enjoy the opportunities to tell their friends about their adventures at circle time. The setting values the parents' views and acts upon their suggestions in order to further enhance the care and education provided.

Organisation

The organisation is good.

Children are cared for by qualified and experienced staff. All are suitably vetted and inducted, which means they are fully informed of their roles and responsibilities. The setting has effectively delegated specific roles to staff, such as the child protection coordinator, equal opportunities and safety. This means they take the lead with regards to training and ensure everyone is aware of the role they play in implementing them. All staff have equal access to all of the training provided. They are highly committed to attending courses in order to further enhance the play and learning opportunities offered to the children.

Policies and procedures which contribute to the children's health, safety and well-being are in place with some minor omissions within the child protection policy. These are shared well with parents and are regularly reviewed to ensure they remain effective working tools. An appropriate complaints procedure is in place, which means parents have sufficient information available to them should they need to discuss any concerns. Other records and documentation are well maintained, although the accident record does not promote confidentiality.

The leadership and management is good. Management and staff are highly committed to the ongoing improvement of the nursery education and regular attend training courses in order to enhance their knowledge and skills. Regular team and planning meetings provide good opportunities to discuss the children's progress and to plan future activities and themes. Staff are very positive role models who genuinely enjoy working with the children and having fun with them. All staff are fully aware of their roles and know their key children well. Thus, they are able to provide a wealth of learning experiences, which successfully enable children to make good progress.

Overall the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Following the last inspection three recommendations were raised in relation to care. These included the displaying of the public liability insurance, children's access to drinking water and the outdoor play area. The current public liability insurance is prominently displayed. Fresh drinking water is freely available to children, although the location of this has been discussed in order to enhance the children's independence. The setting now only uses the small outdoor play area, which is checked daily.

Two recommendations were raised in relation to nursery education; these encompassed the use of information and communication technology and the organisation of craft activities. The setting has purchased a number of programmable resources in order to enhance the children's understanding of everyday technology and programmable resources. Children demonstrate a good understanding of these resources and use them well. Craft activities have been reviewed in order to make them freely accessible to all children.

In addressing these issues the setting has improved upon the safety, health, well-being and learning opportunities available to children.

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, which parents 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):

- ensure food items, such as milk and dairy products are appropriately stored
- improve upon the risk assessment to encompass all areas and ensure this is reviewed on a regular basis
- revise the child protection policy with regards to allegations against staff and maintain confidentiality in the accident record.

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):

- improve the planning to show the differing needs of the children are met
- demonstrate how more able children's larger physical skills are sufficiently challenged.

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