

Moss Lane Pre-School

Inspection report for early years provision

Unique Reference Number	EY227447
Inspection date	13 September 2007
Inspector	Anne Mort
Setting Address	Scout HQ, Moss Lane, Lostock Hall, Preston, PR5 5BT
Telephone number	01772 490 694
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Registered person	Moss Lane 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Moss Lane Pre-School is privately owned. It opened in 1992 and moved premises in 2003. The facility is in the Lostock Hall area of Preston. It operates from a room in a building that belongs to the Scouts Association. All children share access to the yard of the nearby church, which is used as an outdoor play area.

A maximum of 20 children may attend at any one time. There are 24 children on roll. Of these, seven children receive funding for nursery education.

The pre-school opens each weekday during school term times. Sessions are from 09.15 to 11.45.

The facility employs three staff, all of whom hold an appropriate early years qualification. A volunteer also works with the children on a regular basis.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children play in an environment that is clean and tidy and the equipment provided is suitable for children to use. Children are protected from risk of cross-infection. For instance, staff encourage the use of anti-bacterial gel wash with the children prior to snack time. Children are learning about good health and hygiene practices. Hygiene procedures are implemented by the staff on a daily basis, thus, further promoting a good standard of cleanliness within the provision. Hand washing is a part of the daily routine and children are encouraged to be independent when visiting the toilet facility. However, the soap and paper towels are not within children's reach and they rely on an adult for support.

Staff respond appropriately in the event of an accident and maintain records. The first aid box is well stocked and two members of staff hold a current first aid certificate. In respect of medication, this is not usually given but, if necessary, parental consent would be obtained and medication administered would be recorded.

Children's physical development, including those children engaged in the nursery's education provision, is well supported. Children take part in planned or spontaneous activities designed to promote their physical well-being. They develop fine motor control, handling pencils, paintbrushes, scissors and glue sticks. They learn how to move and control their body and negotiate physical space in the use of an indoor slide, trampoline, play tunnel and rocker. Children also enjoy dancing to music and use their body to move creatively in different ways. Staff also arrange that children can use the yard of the church for outside play activities.

Children's needs for a diet that will support physical growth and good health are taken into consideration, this is reflected in the snacks on offer. Children's dietary needs and parental preference are respected and accommodated. On the day of inspection children enjoy their toast and have a drink of milk or water. All the children sit together and develop their social and conversational skills whilst relaxing in the happy, unhurried atmosphere.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a safe environment. They access a child centred room that contains posters and pictures of the children's work. Children's welfare is safeguarded through the staff's concern for their safety. Safety within the premises is given due consideration and policies are in place. The entrance door is locked and visitors knock for admittance, their identity is checked and they are escorted onto the premises. Staff ensure children are booked into the facility and that each child goes to an adult at the end of the session.

Staff are mindful of children's developmental stages and provide a variety of resources. These are neatly stored in a separate room and set out before the session starts. Children choose what to play with and acquire a sense of belonging and responsibility when they help to tidy up. Children learn to keep themselves safe, for instance, staff teach them not to run in the facility and to handle scissors in a responsible manner.

Children make confident use of equipment and know where to find and return things. They can, for instance, use scissors, play dough, colouring pencils, crayons, large toy dinosaurs, sand tray, water tray, role play clothing, creative and construction materials.

Children are protected from harm due to the provider's knowledge of child protection issues. She is confident in her role and makes staff aware of their responsibilities in this area. Policies and procedures are in place to keep staff's knowledge updated and parents informed.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children play in a room where furniture and resources are divided up to present set play areas, for instance, where children can access writing, construction, reading and creative materials. On the whole children are interested in the resources on offer. This is due to staff listening to them, engaging them in conversation and using open ended questions. Children are at ease and they receive smiles and praise from the staff. The facility holds information regarding the 'Birth to three matters' framework. Planning for this is not formalised and all children share the same resources and planned activities. Younger children are disruptive when seated alongside older children waiting for a taped music session to start. They become restless and move away from the group as their concentration span is different. However, staff recognise this and encourage all the children to stand up to sing and dance whilst waiting.

Children are given the opportunity to acquire new knowledge and skills. For instance, they handle creativity materials to make an animal shape to take home. They learn to count as they decide how many eyes and legs their animal has. Staff are skilful in using everyday events as a teaching aid and talk to the children at snack time about the shape of the toast and the colour of the drinking cups. They ask the children where milk comes from, extending their thought processes beyond the fact that milk comes from a bottle. Children become aware of size and shape and know books can be used as a reference aid. When playing with toy dinosaurs they turn the pages of a book to try and locate its picture, showing staff the similarities of their toy and the picture. Children learn about volume and use basic mathematical language as they play in the water tray. They talk about their full and empty containers. Children develop hand eye coordination and creative skills as they use scissors and glue and freely choose materials to make a model.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff involved in the planning and delivery of the Foundation Stage have knowledge of its requirements and offer children play opportunities to lead them along the stepping stones of learning. Children show an interest in numbers and counting. They talk about how old they are and what age they will be at their next birthday. They sing number and counting rhymes that involve counting up and down. They develop a sense of rhythm and learn about addition as they thoroughly enjoy the song 'Old McDonald had a farm'. They are aware of the number of animals increasing as each child holds a picture of an animal and joins the line of children when it is their turn.

Children enjoy listening to the staff and using spoken and written language. They talk to each other and negotiate an activity, for instance, when using the slide and the role play clothing. They try to write their own name on their work. They recognise words carry meaning and enjoy time with a member of staff in the reading area. She encourages their enthusiasm by choosing a book that gives much laughter to the children as they look at the pictures and words and respond to the story line. Children have access to information and communication technology but the basic computer is in the store room and is not provided on a daily basis.

There is a development file for each child. It illustrates some of their work and achievement awards, but recording does not always demonstrate the child's knowledge and understanding of a particular subject. Photographic evidence illustrates that children take part in activities that encompass the six areas of learning. These include pictures of visitors to the premises and outings undertaken by the children, for instance, to the post office and the library.

Helping children make a positive contribution

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. Staff treat each child with care and respect and they benefit from staff who know them well. Children develop confidence and positive self-esteem through the interaction, care and attention they receive from staff. Children are offered opportunities to further their understanding of the wider world. Visitors come to the pre-school, for instance, the local road crossing person and the children learned to think about other's needs, as they created and presented her with a birthday card. They gain insight into the cultures and beliefs of others by celebrating different festivals, such as Chinese New Year and Easter. In addition to this, some resources are made available to promote positive images of gender and disability as children access books, dolls and dressing up clothes.

All children are welcome in the setting and management seeks additional help and advice to promote inclusion where children have a physical or learning disability. Children are generally well behaved. Once settled within the group, they gradually learn the importance of socially acceptable behaviour through gentle explanations. Staff speak calmly to the children and encourage the use of good manners. Children learn responsible behaviour and how to care for their environment. They share, take turns and some are happy to tidy up.

Partnership with parents and carers is satisfactory. The provision offers an information booklet for all new parents to complete with their child. This is to enable staff to be aware of a child's interests, likes and dislikes and their starting point in their learning. However, not all parents return this booklet. Staff allow children to settle into the provision and by observing their play become aware of what a child can already accomplish. There are local authority information leaflets about nursery education available at the entrance to the facility and parents receive information from the setting. In addition to this, a photographic album on the table at the entrance depicts children at work and play in relation to the Foundation Stage curriculum.

Parents are made aware of the policies and procedures within pre-school, including how and where to take a concern. They are invited to contribute to the provision, for instance, by volunteering to help at a session, repair equipment or fundraise. They are welcome to come into the setting to discuss their child's progress and view their child's development file. Staff routinely provide informal feedback about a child's achievements when the children are collected and consult with parents if they are concerned about a child's development. Parents spoken to at the time of the inspection gave praise to the work done by the staff and indicate they would feel at ease approaching a member of staff if they have a query.

Organisation

The organisation is satisfactory.

Effective recruitment procedures mean that safe and suitable practitioners work with the children. The staff team and the volunteer receive opportunities to attend additional training to refresh their knowledge base and update their skills. For instance, a member of staff has

recently completed a course in childcare. Staff are well deployed and part-time staff agree to work extra hours when needed, thus, providing continuity of care for children from adults already known to them.

Leadership and management is satisfactory. There is a key worker system and each member of staff takes responsibility for a small group of children in relation to their welfare and learning. Children settle in a setting where there is suitable organisation of physical space and resources. Children have access to a designated room and an enclosed outside play area nearby. These give space for free movement and safe exploration.

Policies are in place and information held about children safeguard their well-being. Documentation held is in line with the National Standards for sessional care. It relates to the planning and delivery of a satisfactory childcare facility. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the time of the last care inspection recommendations were left in relation to documentation, health and safety and planning. Documentation has been reviewed and is in line with the National Standards for sessional care. Children's health and safety is promoted in that staff have undertaken first aid training and apply the behaviour policy in their daily work with the children. Planning for activities is undertaken but is not formalised for children under the age of three and so remains a recommendation at this inspection.

At the time of the last nursery education inspection a recommendation was left to improve staff interaction with the children. This was to promote and extend children's learning and encourage children to think about the consequences of their behaviour. This has been addressed. Staff quite often sit down with the children as they are playing or working on a task. They engage children in conversation and use appropriate language to extend their learning. In addition to this, they talk to children about their behaviour and give gentle guidance when an organised activity is taking place.

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 complaints 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):

- plan and provide activities to help children's development in line with the aspects and approach described in the 'Birth to three matters' framework
- promote children's independence when they visit the toilet facility.

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):

- demonstrate what children know, understand and can do, by matching observations of children to the stepping stones.

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