

# Moorhill Pre-School and Fun Club

Inspection report for early years provision

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<b>Unique Reference Number</b>	218193
<b>Inspection date</b>	06 March 2008
<b>Inspector</b>	Sally Ann Smith
<b>Setting Address</b>	Moorhill County Primary School, Moorland Road, Cannock, Staffordshire, WS11 4NX
<b>Telephone number</b>	01543 510241 or 510245
<b>E-mail</b>	preschool@moorhill.staffs.sch.uk
<b>Registered person</b>	The Trustees of Moorhill Pre-School and Fun Club 1090908
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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?

Moorhill Pre-School and Fun Club opened in 2001. It operates from rooms within Moorhill Primary School. A maximum of 52 children may attend the setting at any one time. The pre-school is open each weekday from 09:00 to 15:00. The fun club opens each weekday from 07:30 to 09:00 and 15:20 to 18:00 during school term-time. The fun club also operates from 07:30 to 18:00 during school holidays. Children have access to an enclosed outdoor play area which is shared with the school.

There are currently 52 children on roll in the pre-school all of whom receive funding for early education. There are 106 children on roll in the fun club. The pre-school supports a number of children with learning difficulties and/or disabilities.

The setting employs 18 members of staff. Of these, 13 hold appropriate early years qualifications and two are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children demonstrate a good awareness of appropriate hygiene routines. They help themselves to tissues and discard them in the bin provided when finished. Children are reminded to put their hands to their mouths when coughing or sneezing and know that they must wash their hands after using the toilet to get rid of germs. They wash their hands spontaneously after messy play and dry them on paper towels to minimise cross-infection. Whilst preparing fruit salad, children learn about the importance of washing fruit as it has been sprayed with chemicals and handled by many people who will not have washed their hands. There is a designated member of staff who is responsible for ensuring good hygiene procedures are in place. She ensures that food is eaten before its 'sell by' date and is stored appropriately prior to being eaten. She ensures that the fridge is clean, tidy and maintained at the correct temperature. Appropriate procedures are in place to administer medication and written consent is obtained from parents for emergency medical advice or treatment. Most staff have an approved first aid certificate. These factors ensure children's health is well-maintained.

Children are provided with a varied range of snacks, all of which are healthy and nutritious. Cereals, bread sticks, dips and fresh fruit all prove popular choices. Children are encouraged to be independent, serving themselves to food and drink. Children bring packed lunches and staff supervise and encourage them to eat their sandwiches first, before eating the remainder of their lunch. Staff send letters to parents offering suggestions for healthy contents and requesting that sweets and chocolate are avoided. All dietary requirements are catered for in consultation with children's parents or carers.

Children move confidently and imaginatively both indoors and outdoors, although the use of outdoor space is restricted and time-limited to fit in with school routines. This means that children do not benefit regularly from all that the outdoors has on offer to enhance their play and learning. However, children weave ribbons in and out of the fence, have fun making and blowing bubbles and watch them float away in the sky. A 'windy day' box generates much fun as children dance around with streamers and swirl them around. Small and large balls help children to develop their throwing, catching and general coordination and they concentrate hard as they attempt to aim balls into a net or roll balls back and forth to each other. Children manoeuvre wheeled toys in and out of cones. Games such as 'lifeboats' enable children to move their bodies in different ways as they pretend to climb a ladder, salute the captain or row and swim ashore. Before exercise, children learn about the importance of a 'warm up' so that their muscles work properly. They give their arms, legs and bottom a wiggle, stretch on their tiptoes and jump up and down on the spot.

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

The provision is outstanding.

Children are cared for by staff who ensure that safety is of the utmost priority in all areas of children's care. Access to the pre-school is closely monitored and all visitors are requested to produce identification before entering the building. Children are prevented from entering into areas which are unsafe. Children are given plenty of opportunity to be independent with staff offering support and assistance only when necessary. Children learn how to stay safe through a range of well planned activities and games. Careful consideration is given to the range of resources available to challenge children yet enable them to learn how these are used safely.

With adult support they are shown how to handle knives, scissors, hammers and nails and use these independently. Whilst preparing fruit salad they discuss how to handle knives safely and pass them to each other correctly. Children use hole punchers and staplers to make things, therefore enabling them to make real choices. Children make a pedestrian crossing with traffic lights and know that the red light means stop and to cross the road when the light is green. During discussions and stories, children talk about stranger danger and firework safety. They regularly discuss and consider why certain situations might not be safe and work out solutions where possible.

Staff continually remind children of safety rules so that they do not come to any harm. For example, children are reminded to take extra care as they are in fancy dress costumes which may restrict their normal movements. Effective policies and procedures are in place to ensure that children are safe and well cared for. The setting is frequently risk assessed to minimise any hazards to children. Staff regularly check the accident book to identify whether there is a pattern of incidents that could be avoided in the future.

Staff demonstrate an excellent understanding of safeguarding issues and regularly attend training to update their knowledge and understanding. Many staff have attended the Common Assessment Framework (CAF) training and understand the importance of inter-agency working and sharing of information. Staff are fully conversant with procedures to report any concerns to the relevant agencies. They demonstrate a secure knowledge of the signs and symptoms of abuse and their responsibilities to protect children at all times. Whilst parents are made aware of the safeguarding policy, they also know that staff have a duty to protect all children in their care. Staff are very familiar with procedures where an allegation is made against a member of staff. This means children are well protected from harm.

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

The provision is good.

Children enter the setting happily and separate from their parents and carers confidently. Children are provided with a good range of activities that effectively promotes all aspects of their development. Staff encourage the children to be interested in what they are doing and motivated to learn. They ensure that children are happy and engaged in their play and routines are flexible to accommodate children's interests. Children listen to staff instruction and they know how to behave appropriately. Children benefit from sessions in small key worker groups where activities are planned according to children's age, stage and ability. They respond well to the help and guidance from staff to support, develop and consolidate their learning. Children in fun club have a wealth of exciting activities to choose from and all children say they enjoy attending. During the holidays children have an action-packed programme incorporating many trips. The sponsored 'sleep over' is very popular. Children bring their sleeping bags and participate in a range of fun activities resulting in staff and children getting very little sleep but having a thoroughly enjoyable time. Staff are very dedicated and ensure that all children are happy and have fun.

The quality of teaching and learning is good. Planning of the education programme effectively covers the six areas of learning. All staff make suggestions for topics and themes and they generally have a sound understanding of the stepping stones enabling children to make good progress towards the early learning goals. A good rapport is established with the reception teachers in school so that these firm foundations are built on. Staff provide a range of activities which are adapted so that all children are provided with sufficient challenges and move at their own pace, particularly when working in small groups. Staff work cohesively to create an

environment which is stimulating and ensures that children are purposefully engaged. Staff deploy themselves effectively and interact with children positively, asking appropriate questions and having interesting conversations so that children's play is a valuable learning experience. Generally there is a good balance of adult-led and child-initiated activities. Staff provide opportunities for children to become independent learners but also initiate more focused activities to observe children in their play and extend their knowledge and understanding. Staff observe the children closely and record these in children's development profiles so that they can effectively build on children's achievements and identify areas for further development.

Children's personal, social and emotional development is very well fostered and is one of the strengths of the setting. Emphasis is placed on encouraging independence and children demonstrate this well through their play, learning and daily routines. Children wash their hands without prompting after messy play, help to wash and dry the dishes after snack and sweep up the sand during and after play. Children are adept at fastening their coats and concentrate hard as they manipulate buttons and zips. Time is given to perfect these skills and children are adamant that they will do this without the help of staff. Plenty of opportunities are provided for children to respond to their feelings through role play, paintings and drawings, stories, small world play and general discussions at circle time. Children's behaviour is very good and even the younger children respond to staff when asked to tidy up. Children are given specific responsibilities on a daily basis such as laying tables, ringing the bell for 'tidy up time' or tidying a specific play area such as the role play corner or writing table. Staff set high expectations for children's behaviour and as a result children respond well to instruction and develop an increasing understanding of the need to consider others.

Staff provide excellent support to encourage children's listening skills through group activities, general play and routines. Children follow instruction to complete a task or play a game. They enjoy being blindfolded and trying to guess who has tapped them on the back by the tone of the other child's voice. Children make 'listening ears' and go for a walk to identify different sounds in the environment. Children's hearing becomes more acute as they identify helicopters, planes or the sound of leaves swishing in the wind. Games such as 'Chinese whispers' encourages children to concentrate on what is being whispered to them before relaying the message to the child sitting next to them. Children also listen well to stories and respond to their name at registration. Children are encouraged to talk to each other and share their news. Children recognise their names confidently as they hang up their coats on named pegs and have numerous opportunities to use their name cards. They have to find these when sitting down at registration or at snack times and also use these when attempting to write their names on pictures and drawings. Some children are able to write their names with the appropriate use of upper and lower-case letters. Children listen for the initial sound or letter of their name and many children can recognise each other's names. Games such as 'I spy' further develop children's understanding of letters and sounds. Some labels are in evidence but these are not consistent in all areas of the nursery to help children recognise familiar words.

Children enjoy listening to stories and are keen to share their knowledge of the role of author and illustrator. They know that the title gives some insight as to what the story is about. At the end, children recall what they have remembered, for example, they discuss who the tadpole meets and which of the animals and insects can jump. They discuss any new words or vocabulary they have heard. At times, children take on the role of a member of staff and read a story, sitting on a chair whilst the other children sit in a circle and listen. They mimic staff and say 'be quiet please and sit on your bottoms'. They are reminded by staff to say 'thank you' as children have responded appropriately to their request. Children learn that books convey different information and observe and play with magazines, reference books, road maps, holiday

brochures and phone books. Children are encouraged to take a book home and join in shared reading with a member of staff during the sessions. They also have access to the mobile library which visits each week. The book area is well organised and inviting which helps children to develop an enjoyment of books.

Children make their own 'chatterbox' with the intention that it will make them want to chatter to someone else. This may be in a large group, to their friends or a key member of staff. Children decorate an old shoe box and fill it with personal mementoes such as a photographs, holiday souvenirs, birthday cards or anything a child is really proud of. When children are feeling shy, the 'chatterbox' helps children to remember what they want to say about themselves and acts as a starting point for all children at the setting.

Children are familiar with counting games and number rhymes such as 'five little monkeys' or 'five little ducks' and confidently count back working out how many are left. Children prepare their rockets for blast-off. Children play board games and move their counters to the corresponding number on the dice. Children count the number of children present at registration and at times differentiate between boys and girls. However, whilst opportunities are planned for children to recognise and calculate numbers, associating them to a number line is limited. Children enjoy washing and pairing socks according to pattern, colour and size. Outdoor play provides some opportunities for children to count as they play hop scotch and snakes and ladders, learn positional language as they stand next to each other in the circle or follow the leader and play games such as 'What's the time Mr. Wolf?'.

Children are introduced to a range of topics that help to develop awareness of their environment and the world in which they live. A science week enables children to look at how magnets work and what materials they attract and repel. They take bug catchers outside where they look under logs and stones to see what they can find. They compare size and the number of legs on the insects and spiders and observe them in greater detail once they are in the bug box and magnified. Children make gages to measure rainfall and discuss evaporation. Children care for and observe giant African snails; they make a wormery and observe the life-cycle of a butterfly. They watch as the caterpillar makes a cocoon and is transformed into a butterfly, which they then release into the wild. Children look at how things work such as a remote control toy. They manipulate the buttons to move it in different directions. Children thoroughly enjoy assembling various tubes and pipes, using screws and elbows to make turns and joints. With support, they carefully use hammers. Once completed, children have fun as they run water or roll cars from one end to the other. Children learn to put tents up in the garden using hammers to secure the guide ropes and tent pegs. They then become intrepid travellers and campers in the wild.

Children use a variety of different materials, painting and printing techniques to develop their creativity and imagination. They make their own play dough connecting colours to smells. On occasions they add various textures and particularly enjoy the addition of glitter. Children use a range of materials such as chalks, crayons, pencils and paints to develop their creative talents and develop early mark-making skills. They are proud of their achievements and display these in their 'gallery'. Children concentrate as they use glue and scissors to cut and stick cellophane to make a 'stained glass' butterfly. 'Feely bags' develops their sense of touch.

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

The provision is good.

Children celebrate some cultural festivals such as Diwali and Chinese New Year. They learn that the dragon and red money purses bring good luck and attempt to write the Chinese symbols

for 'Happy New Year'. They develop an awareness and interest as they play in the Chinese restaurant and taste different food. Children attempt to use a Tan gram, an ancient Chinese puzzle, rearranging the pieces following diagrams. Children learn to respect and value people who are different from themselves. They develop an awareness of their own needs and are sensitive to the needs of others. For example, they have discussions about the different parts of their body and how they work. They learn that some people with disabilities can not use their bodies in the same way such as being able to see, hear or move physically. Children look at and discuss pictures of various aids such as walking sticks, mobility scooters, wheelchairs and stair lifts. Children with learning difficulties and/or disabilities are particularly well supported in the setting. The Special Educational Needs Coordinator (Senco) is very proactive in ensuring that the needs of all children are met and appropriate support is provided. She ensures that resources, visual aids and props are available if required and liaises very closely with parents, staff and other professionals to support children's care and development. She is always available to offer advice and support to parents and regularly attends review meetings. She maintains clear 'trackers' of the review process and actions set for each child. This enables her to monitor progress. Generally resources, pictures and posters to reflect cultural diversity and disability are not in evidence, therefore inhibiting children's awareness and understanding.

Staff help children to feel settled by liaising closely with their parents. Settling in is built around the needs of the child and takes as long as necessary to ensure they are relaxed and happy in their environment. Children participate in activities of their choice and are given time to complete tasks. Behaviour is of a good standard and effectively promoted by staff. They set very clear boundaries, yet handle inappropriate behaviour in a calm and sensitive manner so as children are not humiliated in any way. Children show care and consideration for others, sharing and taking turns at appropriate times. This is further enhanced as children extend this to their learning environment as they feed and care for their plants, giant snails and butterflies. Children's spiritual, moral, social and cultural development is fostered.

The partnerships with parents and carers are good. The setting has established positive partnerships with parents who are warmly welcomed when they arrive and collect their children. The staff create a caring, family ethos where strong supportive links with parents and carers are established. Parents are well informed of their child's progress and attainment, having regular opportunities to discuss the educational programme with staff. Parent's evenings provide further opportunities to discuss their child's development profile in detail and they are asked to contribute suggestions and ideas to support their child's learning. Parents receive a newsletter informing them of themes, topics and suggestions for activities to do at home with their child to consolidate and enhance children's knowledge and understanding. They are encouraged to serve on the committee and make suggestions for further improvement to the practice in order to enhance children's play and learning. Parents are very keen to share and record their comments of the 'high quality care' their children receive.

## **Organisation**

The organisation is good.

Children play and learn in a warm, welcoming and well organised environment. They are cared for by staff who demonstrate a good awareness of the needs of all children to promote their well-being. Staff have a good understanding of the National Standards to effectively support children's care, routines and play. All staff are suitable to work with children as they undergo rigorous scrutiny during the interview process. References and qualifications are checked and all staff have a Criminal Record Bureau (CRB) search. A detailed operational plan is in place outlining the setting's policies and procedures and all staff are familiar with these. Staff work

well together to ensure that the routines run smoothly and children feel settled and secure. Registers record children's attendance by means of a tick as children generally arrive and depart at the same time. However, should a child arrive late or leave early, an accurate record is maintained of the time. Children's records are regularly updated and available for parents at any time. They are stored safely and securely but easily accessible for inspection if required. The certificate of registration is prominently displayed.

Leadership and management is good. The manager ensures that staff are valued, respected and recognises their skills as early years practitioners. Through regular discussions and appraisals she identifies individual staff's strengths and as a result, delegates roles and responsibilities accordingly. This enables staff to develop a specific area of interest whilst enhancing the care, learning and play for children; it also enables staff to develop professionally. Staff receive regular training pertinent to their role which is cascaded to their colleagues through meetings and discussions. All staff attend core training such as child protection. Staff are encouraged to work as a team, sharing knowledge, skills and expertise. There is effective monitoring of teaching and planning as staff are encouraged to reflect on their practice and identify areas for improvement.

Overall, the needs of children are met.

### **Improvements since the last inspection**

At the last inspection the setting was required to: improve the procedures and action taken to minimise risks; to include the details of the regulator in the complaints procedure. The setting has implemented thorough risk assessments for indoors, outdoors and when children go on outings. All staff are familiar with these so that risks to children are minimised. A complaints procedure is in place which includes the name and address of the regulator.

With regard to the nursery education, the setting was required to encourage children to make more effective use of the book area. The book areas have been reorganised so that they are inviting and welcoming for children. Resources have been purchased to store books such as a wooden bus. Children can sit inside and access books of their choice. Comfy areas have also been created where children can sit either independently, with a friend or a member of staff to look at books and share stories together.

### **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 have procedures for dealing with concerns and complaints from parents and to keep a record of complaints and their outcome.

## **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):

- develop further and maximise opportunities for outdoor play and learning(Also applies to nursery education)
- improve further the range of resources, visual displays and planned activities to promote cultural diversity and disability(Also applies to nursery education).

### **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):

- increase further opportunities for children to see number-lines and labels in their environment.

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)