

Moore Hall Playschool Ltd

Inspection report for early years provision

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| Unique reference number | 110100 |
| Inspection date | 10/11/2008 |
| Inspector | Catherine Louise Sample |
| Setting address | Harris Hall, Church Close, Andover, Hampshire, SP10 1DP |
| Telephone number | 07876081026 |
| Email | |
| Type of setting | Childcare on non-domestic premises |

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Moore Hall Playschool opened in approximately 1975. It operates from an easily accessible large room in the Harris Hall community building near Andover town centre. The playschool opens five days a week during school term times. Sessions last from 09.30 to 12.00 and additional afternoon sessions are offered on Mondays and Wednesdays from 12.15 to 14.45. There is an enclosed outdoor play area.

The playschool is registered on the Early Years Register to care for a maximum of 26 children at any one time. There are currently 36 children on roll. Of these, 22 children receive funding for nursery education. The playschool supports children who speak English as an additional language.

Seven staff are employed to work with the children. Six staff members have an early years qualification to NVQ level 2 or 3.

Overall effectiveness of the early years provision

Children's needs are met well by experienced, well-trained staff who use effective teaching methods and offer high levels of adult support. Staff and parents have an excellent working relationship which ensures that children's individual needs can be identified and met effectively. As a result all children are able to play a full part in activities. The provision is effectively monitored and evaluated and management and staff share a commitment to further development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop the variety of resources and the use of print that reflect children's home language and family background in order to acknowledge and respect children's cultural backgrounds
- increase opportunities for children to use different forms of mark-making materials such as lists, stories and instructions to help them attempt writing for different purposes

The leadership and management of the early years provision

Staff work well as a team. They communicate well with one another and are effectively deployed in order to meet the needs of the children. They are well-trained and each has a personal development plan with clear targets. Both staff and committee are involved in monitoring and evaluation of the provision and staff constantly review their practice to enable them to improve outcomes for children. There are robust procedures in place to safeguard children. Thorough recruitment and vetting procedures ensure that staff are suitable and annual appraisals are completed to ensure their continuing suitability. Children's safety is promoted

through detailed risk assessments of the premises and of outings and the staff's sound understanding of child protection issues. All necessary records are maintained and comprehensive policies and procedures are implemented to ensure the safe and efficient management of the provision.

Children benefit from the excellent links that staff have established with parents. There is a buddy system in place which helps new parents to feel welcome and there are regular opportunities to share information about children's progress. Parents are fully involved in establishing children's starting points when they begin attending the playschool. Parental feedback is sought regularly and used in monitoring the effectiveness of the provision. This strong liaison with parents helps staff to identify and meet the needs of all children. Children who speak English as an additional language are well supported by staff and this enables them to confidently take part in all activities. However, the playschool has limited resources that are familiar to children from other cultural backgrounds and that would help them to feel at home. There is an experienced and well-trained special needs coordinator in post although there are currently no children with learning difficulties and/or disabilities attending the playschool.

The quality and standards of the early years provision

Children enthusiastically take part in a wide range of planned and free-play activities that help them make progress in all areas of their learning and development. They enjoy planned activities that take account of their individual needs and interests. For example, they relish practising Christmas songs and using the new laptop and eagerly take part in show and tell sessions. They confidently speak up at circle time and volunteer to count the number of boys and girls. They can also freely choose what they want to play with from a varied range of easily accessible resources. However, there are currently limited resources available to children when they start making marks and attempt to write for different purposes. Staff support children well and use effective teaching methods to help them make progress. They interact well with them and offer frequent encouragement and praise. They make ongoing observations of each child and use this information to assess children's achievements and plan for their next steps.

Children are building good relationships with one another. They share toys, such as the train set, and patiently wait to take turns with the laptop. They know the ground rules of the setting and are reminded to use good manners at snack time. They are making excellent progress in learning about health and hygiene as they follow rigorous hygiene procedures and discuss why they need to throw away used tissues and cover their mouths when they cough. Staff ensure children's safety by completing a daily risk assessment which ensures that electrical sockets are covered and the premises secure. They remind children about playing safely and remain vigilant at all times.

Children benefit from a spacious and airy learning environment. Displays of their work, posters and colourful furnishings ensure that the hall provides a welcoming play space. Resources are easily accessible in low storage units labelled with pictures of the contents. The fully enclosed outdoor area is used daily for various

activities when the weather allows. The hall is large enough to accommodate physical play indoors in bad weather.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

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| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 2 |

Leadership and management

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| How effectively is provision in the Early Years Foundation Stage led and managed? | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others? | 1 |
| How well are children safeguarded? | 2 |

Quality and standards

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 2 |
| How well are children helped to stay safe? | 2 |
| How well are children helped to be healthy? | 1 |
| How well are children helped to enjoy and achieve? | 2 |
| How well are children helped to make a positive contribution? | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.