

Moore Village Pre-School

Inspection report for early years provision

Unique reference number	EY275835
Inspection date	12/01/2009
Inspector	Susan Patricia Birkenhead
Setting address	Milner Church Institute, Runcorn Road, Moore, Warrington, WA4 6TZ
Telephone number	01925 740800
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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 Village Pre-school was registered in 2003. The setting is committee run and operates from the Milner Church Institute situated in the Moore area of Warrington. Children are cared for within two rooms and there is a secure area available for outdoor play. A maximum of 30 children aged two to five years may attend the setting at any one time. The setting is open term time Monday, Tuesday, Wednesday and Friday from 09.15 until 12.15 and from 11.00 until 14.00 on Thursdays. Children attend from the local community and surrounding areas.

There are currently 42 children on roll aged from two to five years. These are all within the Early Years Foundation Stage (EYFS). The setting supports children with learning difficulties and disabilities.

The setting employs seven members of staff including the manager. There are five members of staff who are qualified to Level 3 in early years and the remaining staff are working towards a recognised early years qualification. The setting receives support from the local authority early years advisory team.

Overall effectiveness of the early years provision

The manager and staff work effectively as a team to support every child, which ensures they make good progress in their learning and development. Children's welfare requirements are well met through the consistent approach the staff adopt in meeting the needs of all children. Staff take into account the uniqueness of children which contributes to the good relationships they develop with parents and carers and helps to promote inclusive practice. Some systems are in place to evaluate the setting and practices to promote better outcomes for children, however the self-evaluation form is in the development stages.

What steps need to be taken to improve provision further?

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

- ensure information regarding the children's developmental starting points on entry to the setting is obtained from all parents
- further develop activities indoors and outdoors during which children will experiment with writing, for example during role play
- develop procedures for evaluating the provisions practices and procedures to assist in the identification of strengths and areas for continuous development, for example the self evaluation form (SEF).

The leadership and management of the early years provision

The pre-school's organised approach to record keeping, means effective systems are used to record accurate detail and ensure the needs of the children are met.

They adopt the local authority evidence file and regularly review the range of written policies. This makes staff and parents aware of the changing initiatives and the pre-school's effective practices. The management and staff all contribute to the evaluation of the setting. They take turns in planning weekly activities, which in the main reflect the areas of learning and children's individual learning needs. They respond positively to recommendations raised at the last inspection, to further safeguard children and further promote their learning. The manager is clear about their strengths and areas for future development. However, systems such as the SEF are currently in the development stages. The supportive committee, annual appraisals, 'peer on peer' observations staff complete are successful in identifying additional training needs and contribute to the effective team work approach. The well qualified and experienced staff team attend additional courses showing commitment to develop their knowledge and skills to further benefit the children's welfare and learning.

The manager and appointed key persons are successful in achieving effective partnerships with parents, carers and local schools, with whom they share the transitional documents on entry to school. Parents provide positive references during the inspection, talking of the excellent care, education and how well parent's views are respected to ensure their child's individual needs are met. Many good systems encourage children's learning at home, these include; newsletters, a book loan system, and the homework older children receive. Children's individual files, and the progress reports issued three times a year means parents and carers are kept well informed of activities and developmental progress. The 'My I can do' record system enables parents to provide details of the children's developmental starting points on entry to the setting. However, not all parents return the forms. Children's additional needs are supported well through the development of individual education plans, adapting activities and the involvement of outside agencies. This means they are cared for within an inclusive environment and targets in promoting their development are clearly documented.

Children are safeguarded because staff have a clear understanding of the indicators of abuse and the local procedures. They attend training and a designated person for child protection is appointed within the setting. Robust recruitment, employment and induction procedures are in place to protect children. The comprehensive risk assessments incorporate all the necessary areas, these are reviewed regularly by the appointed Health and Safety officer and as a result children stay safe.

The quality and standards of the early years provision

The pre-school provides a welcoming environment to children where their sense of belonging is promoted well through their art work on display and the allocation of labelled pegs to hang their belongings. The well resourced play rooms are in the main organised effectively, however, the provision of mark making materials does not sufficiently promote children's understanding of writing for a purpose. Children confidently access a wide range of stimulating resources independently or in smaller groups, which contributes to the positive learning environment. The staff have a good understanding of the learning and development requirements and

because of the effective deployment of staff, good ratios and the key person's appointed children receive positive interaction to support and extend their learning and enjoyment. The good balance of adult and child initiated activities motivates children's learning. As a result they make good progress towards the early learning goals. Older children are involved in the pre-school sessions planned weekly. This provides opportunities for them to engage in more challenging activities which prepare them for moving onto school. All staff contribute to the weekly planning of activities effective in promoting the six areas of learning for children through a thematic approach. Staff use various systems for recording children's observations, which include 'My personalised plan', teacher led, focused and spontaneous observations. These are all dated, linked to the areas of learning and inform the next steps in children's learning, which contribute to the well organised assessment records held individually.

Children effectively develop their self-help skills as they learn to put on their outdoor clothing and older children change into different clothing for the Physical Education (PE) sessions. The introduction of the well-organised snack bar system during the session enables children to confidently select items of their choice, learn to pour their own drinks and tidy their dishes away once they have finished. Their interest in books, is fostered in many ways to promote early reading skills. These include children having independent access to books and taking part in loaning books to take home and share with parents. As a result children can be seen retelling stories by looking at the pictures. Children use number to count spontaneously, and recognise and name familiar shapes when building towers with excitement. The big and small cardboard tubes they fill with coloured rice help promote their understanding of size and quantity. They develop their understanding of the wider world through the range of play materials which promote positive images of diversity. They acknowledge various festivals, such as Chinese New Year, Christmas and Easter through the activities and discussion. Children develop their creativity well as they explore different texture and media. For example, they make ladybirds from stones they paint, decorate ginger bread biscuits and use various collage materials to create pictures on display. All activities contribute to the children's future economic well-being.

The staff promote the good health of children in many ways. They have daily access to the well resourced outdoor play area and take part in the weekly PE sessions where they begin to understand the effects physical exercise has on their overall well-being. They learn about healthy foods through the games they play, visits to the dentist and the very good balance of healthy foods they receive. Children regularly practice evacuation drills, learn about road safety and staff make them aware of hazards, clearly outlining the consequences of their actions, which helps keep them safe. Behaviour is effectively managed as staff intervene to diffuse minor squabbles, which results in children learning to share, take turns and behave well. They play cooperatively and offer help to others when they struggle to take off the dressing up costumes, showing care and concern.

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

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

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?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

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?	2
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.