

# Moorside Pre-School

Inspection report for early years provision

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**Unique reference number**

EY290423

**Inspection date**

03/10/2008

**Inspector**

Tara Street

**Setting address**

Moorside County Primary School, Bowerham Road,  
Lancaster, Lancashire, LA1 4HT

**Telephone number**

01524 66516

**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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Moorside Pre-School was registered in 2004 and is run by a management committee. It operates from a designated unit within Moorside Primary. A maximum of 24 children aged three to five years may attend the setting at any one time. Children attend for various sessions and generally reside in the local area. The Pre-School is open five days a week during term time from 08.55 until 11.25 and from 12.45 until 15.15. A lunch club is also available.

There are currently 46 children attending who are within the Early Years Foundation Stage (EYFS). The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. The provision is registered by Ofsted on the compulsory and voluntary childcare register.

There are four members of staff, including the manager and deputy who manage the early years provision. Three members of staff hold an appropriate early years qualification. The group has strong links with the school.

## **Overall effectiveness of the early years provision**

Moorside Pre-School provides appropriately for children in the Early Years Foundation Stage. Children enjoy friendly relationships with the staff, who create a happy environment in which children can play. They are treated as individuals and staff work well with parents and other professionals to ensure children's needs are identified.

The manager has sound recruitment and vetting procedures in place, so helping to ensure all staff are suitable to work with children. Staff regularly attend training to increase their knowledge and understanding and keep themselves up to date with current issues. The systems used to monitor and evaluate the effectiveness of the provision are generally appropriate.

## **What steps need to be taken to improve provision further?**

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

- review the procedures to ensure all children, including those who have special educational needs, are consistently included, supported and sufficiently challenged
- ensure that staff take in to account the differing needs of individual children and tailor their approach to each child's needs
- ensure effective risk assessments are carried out in the outside play area and any hazards removed or made safe, allowing staff to interact more fully with children.

## **The leadership and management of the early years provision**

Effective systems are in place which ensure the setting works in close partnership with parents and other professionals to identify children's individual needs. Parents are asked to share their knowledge about their child's interests, achievements and learning during settling-in visits. Their opinions are actively sought through daily discussions, newsletters and use of notice boards to display information on the Early Years Foundation Stage. Staff have strong links with the school. They have opportunities to work with teaching staff in relation to appropriate educational activities. Children enjoy joining school pupils in school-led activities, which promote their sense of community. Children are cared for in a generally safe and secure environment. They experience good levels of supervision and appropriate systems are in place to support children's safety. Staff complete daily risk assessments such as, checking toys and equipment and security, particularly as children arrive and depart. Safety issues relating to the outside play area, mean that staff focus their efforts on supervising the whereabouts of children. This impacts on the ability of staff to interact fully with children.

The provider has implemented suitable systems to monitor and evaluate the provision, and to ensure that identified improvements are made where necessary. A recent example has been the introduction of more child-sized storage units to allow children greater accessibility and choice. The setting is also working on plans to create a sensory garden where children will be able to plant and care for plants, vegetables and herbs. However, some improvements within existing practice have not been identified. For example, procedures do not fully ensure that all children, including those who have special educational needs, are consistently included, supported and sufficiently challenged. The provider has improved the organisation of large group activities and liaised with the school to ensure that the recommendations from the last inspection have been dealt with effectively.

## **The quality and standards of the early years provision**

Children make satisfactory progress towards the early learning goals and staff have a suitable understanding of the EYFS. Children's starting points and progress are discussed with parents and carers on a regular basis. Staff carry out ongoing assessments of the progress children make. Staff work well together to plan a range of suitable activities across all areas of learning. They have recently implemented continuous learning plans which promote child-initiated play. All children are very involved in their play and learning and demonstrate good levels of concentration. However, staff do not always adapt their level of interaction to take into account the differing needs of individual children, particularly in the outside play area. Consequently the levels of stimulation and challenge offered by staff are not always sufficient.

Children are happy and settled within the environment. They are confident to access the range of play activities on offer such as, puzzles, construction, role play pirates and sand and water play. Children develop appropriate socialisation skills as they look out and assist one another. For example, children help each other to find

different cars to use in the small world garage. Staff help children to develop their understanding of simple words and what they mean through well displayed text and the use of books. Children confidently find their own name card at the start of the session and put it in the appropriate slot on the alphabet wall hanging. Children enjoy free access to a range of mark making materials such as chalks, pencils, paints and scissors. They confidently express their ideas through collage and modelling activities. Games and activities are used to promote early mathematical skills. For example, children count the amount of spots on a dice face, move the appropriate number of spaces and confidently name the number square they land on. Children find out about living things through planned activities such as participating in nature walks and planting bulbs ready for next spring. They experience suitable opportunities to access information and communication technology to support their learning. They experience regular opportunities to access an appropriate range of educational computer programmes and play with a play phone, till and a cassette player.

Staff have a good knowledge and understanding of their responsibilities with regard to child protection procedures and have undertaken appropriate training. Children are developing a good sense of safety. They know the procedure to follow in the event of an emergency and regularly practise an emergency escape drill with staff. Their awareness about healthy eating is effectively promoted as they have regular opportunities to help prepare and taste a range of foods. For example, they regularly participate in baking activities where they learn about healthy options such as making fruit kebabs to eat at snack time. Children regularly play outside with a range of equipment which helps the development of their physical skills. They enjoy negotiating obstacles when riding bikes and join in with throwing and catching games. Children access a good range of resources that reflect diversity. For example, small world toys, books, puzzles and role play equipment that depicts positive images of age, gender, ability and culture. Their knowledge and experiences are further developed as craft activities linked to culture and festivals are regularly included.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

### Leadership and management

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

### Quality and standards

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

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](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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 registration or 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.

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