

Moulton Pre-School

Inspection report for early years provision

Unique reference number EY377914
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Inspector Janice Linsdell

Setting address Moulton Village Hall, Main Road, Moulton, Cheshire, CW9
8PB
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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

Moulton Pre-school has been operating since 1985, but re-registered in 2008 following a change of premises. It is managed by a committee of parents and operates from the back room of the village hall in Moulton, Cheshire. Children have occasional use of the main hall and access to a secure outdoor play area. A maximum of 16 children may attend the pre-school at any one time. It is open five days a week from 09.00 to 15.00. Children come from the local community and may attend a variety of sessions.

There are currently 46 children on roll who are within the Early Years Foundation Stage (EYFS).

The pre-school employs seven members of staff. The manager is qualified to Level 4 and the deputy has Qualified Teacher Status. Three staff are qualified to Level 3 in early years and two staff are qualified to Level 2. The pre-school is a member of Pre-school Learning Alliance and receives support from the local authority early years advisory team.

Overall effectiveness of the early years provision

Staff demonstrate a strong commitment to improvement and providing a quality service for children and their families. Their experience, training and motivation are a strength of the setting. Children are making steady progress in their learning and development. Partnerships with parents and other providers promotes an inclusive environment where children are fully safeguarded and their welfare needs are well met. Key areas for further improvement include assessment records, outdoor play, parental involvement and keeping Ofsted informed of events.

What steps need to be taken to improve provision further?

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

- improve systems for involving parents in children's learning and keeping them informed of their progress
- remove hazards in the garden so that children have daily opportunities to enjoy fresh air and exercise outdoors
- improve the procedures for updating children's assessment records, and monitor activities to ensure they continue to offer sufficient choice and challenge for all children.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure Ofsted is notified of any changes to members of the committee, so that necessary suitability checks can be carried out (Suitable people).

30/01/2009

The leadership and management of the early years provision

The pre-school operates with a fully qualified and experienced staff team, whose hard work and enthusiasm benefits the children's welfare. Staff have clear roles and responsibilities, they continue to access a variety of ongoing training to enhance their knowledge and skills. Annual appraisals and regular team meetings are in place to support staff and contribute to the monitoring of practice. Managers are starting to use the self-evaluation form to review procedures and consider future plans, although all staff are not involved in this process. Staff show a commitment to continual improvement and highlight how improvements to the garden have positively impacted on children's experiences. However, the outdoor area is currently out of bounds, which prevents children playing outside in the fresh air. Staff are clear about the procedures for safeguarding children and make sure all staff complete necessary checks to ensure their suitability. However, the pre-school has failed to notify Ofsted of changes to the committee, which means several members have not been vetted. This is a breach in requirements.

The premises are small and restrictions on space mean that staff are unable to offer a continuous provision of resources and activities to promote all areas of learning. This impacts on children's ability to make some independent choices in their play. Limited wall space to display children's work makes it difficult for staff to share and celebrate children's achievements, and to promote their sense of belonging. Suitable policies and procedures are available and reviewed on a regular basis. Some systems are in place to promote partnership with parents. For example, regular newsletters are issued and parents are welcome to help out in the group. Parents express their overall satisfaction with the pre-school, but some parents think they are not always fully involved in their children's learning or informed of their progress. Staff establish good links with the local school and other providers to promote continuity and progression in the children's learning.

The quality and standards of the early years provision

Staff demonstrate good knowledge and understanding of effective practice and provide a suitable balance of activities to support and promote children's learning. They initiate conversations with the children to promote their language and communication skills. They act as good role models in promoting positive behaviour and encouraging children to understand and respect boundaries. This means that children behave well and learn to play cooperatively with their peers. Staff regularly observe and evaluate children's ongoing development, and use this information to plan a variety of activities to help them progress towards the early learning goals. Individual learning journeys have recently been introduced to record children's progress, but staff are struggling to keep these up-to-date. This restricts staff's ability to track children's ongoing progress effectively. Children's choice of play is somewhat limited due to lack of space and table top activities are not always changed to sustain their interest.

Children share positive relationships with staff. They develop their independence skills as they hang up their coat or change their shoes. Children explore

mathematical concepts as they work together to build their own models using large construction sets. They match and pair dressing up shoes, and enjoy singing songs, such as 'five fat sausages'. This promotes their understanding of simple calculation and helps them to develop skills for the future. Children listen intently to stories because staff use props and encourage active participation. For example, children act out the story of 'Cinderella' by dressing up and dancing with a friend at the ballroom. Role play areas support children's imagination and creativity. Children are currently unable to play outside due to hazards in the garden. However, staff plan time for music and movement indoors, which children really enjoy. Children recognise they need to warm up before exercise and show skill as they jump and march backwards. Photographs show children experimenting with water, funnels and jugs, and examining worms in the garden. Children do not have use of a computer, but they have access to some interactive toys, such as a globe, to encourage their understanding of technology.

Staff promote inclusion well and help children to consider and value diversity. For example, children take part in experiences that promote their awareness of cultural differences, such as enjoying a trip to the Chinese restaurant. Children are kept safe because staff provide close supervision and conduct effective risk assessments to ensure any hazards are minimised. Staff also help children to develop awareness of their own safety by pointing out hazards and consequences. Good hygiene practices are incorporated into the daily routine to encourage children to care for themselves. Children learn about the benefits of healthy eating because they enjoy a wide choice of organic fresh fruit and vegetables. Snack time is well organised so that children can enjoy social interaction in small groups.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
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?	3

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 registration.

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.