

Moorfield Pre-School Group

Inspection report for early years provision

Unique reference number EY384274
Inspection date 10/06/2009
Inspector Zoe Smith

Setting address Moorfield Junior & Infant School, Lyndhurst Avenue, Hazel Grove, STOCKPORT, Cheshire, SK7 5HP
Telephone number 07724 150316
Email jennifer.wiltshire@moorfield.stockport.sch.uk
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 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

Moorfield Pre-School opened in 2008 and operates from a demountable classroom building in the grounds of Moorfield Primary School in the Hazel Grove district of Stockport. Children have access to an enclosed outdoor play area. The group is open on Monday, Tuesday, Wednesday and Thursday during school term time and offers two sessions per day from 09:00 to 11:30 and 13:00 to 15:30 and has one entry per year in September. The group is registered on the Early Years Register. A maximum of 20 children may attend the setting at any one time. There are currently 46 children aged from three to under five years on roll. The group currently supports children with learning difficulties and/or disabilities. There are four members of staff, three of whom hold appropriate early years qualifications to at least NVQ level 3. The group provides funded early education for three and four-year-olds'.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Staff use their excellent knowledge of individual children extremely well to monitor progress and plan for their learning and development needs. Children are exceptionally well supported and are making excellent progress, given their age, ability and starting points. Highly positive partnerships with parents and other Early Years Foundation Stage (EYFS) settings ensure children benefit immensely from the coherence this brings to their care and learning. All children are valued and highly effective steps are taken to enable every child to easily access and participate in the full range of activities. Self-evaluation and the dedication, drive and enthusiasm of the staff team is exceedingly instrumental in facilitating continuous improvements to the quality of learning and care provided.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further developing the safeguarding policy by clearly demonstrating the procedure to be followed in the event of an allegation being made about a member of staff.

The leadership and management of the early years provision

Children are cared for in an exceptionally well organised, happy, busy and child orientated environment where they are empowered to enthusiastically instigate their own learning. Staff are well deployed and the key person system is highly effective in ensuring every child receive lots of support and individual attention. The management and staffing structure is well established, and has a clear sense of purpose and direction. The manager is an excellent role model, her energy,

enthusiasm and principled educational vision is shared with and embraced by the whole staff team. Every child benefits from the proactive steps that are taken to value them and put their individual needs at the heart of the group's planning for the EYFS. The staff team, parents, and children are all actively involved in self-evaluation to ensure the service is responsive to the needs of current users. A positive commitment to additional training is enabling staff to develop skills and knowledge to successfully implement their plans for improvement.

Children are mostly very well safeguarded because all staff are well trained in safeguarding issues and procedures, and have a very good understanding of their responsibilities. However, procedures to follow in the event of an allegation being made about a member are in several formats which may make them more difficult to refer to in an emergency. Robust recruitment, selection, and induction procedures are in place to ensure the suitability of staff to work with children. Thorough risk assessments have been conducted and effective safety precautions put in place to keep children safe. Children benefit immensely from the highly effective and positive partnership that has been fostered with parents. Development records, discussions, newsletters, parent's evenings and notice boards keep parents exceptionally well informed about their child's day and the progress they are making. The partnership with other EYFS settings is a key strength and secures continuity of experience for children between settings. Close links with the schools children will attend ensures their individual social, emotional and educational needs are addressed extremely well when they start school. This makes the transition process a very positive experience for children.

The quality and standards of the early years provision

Children participate in a wide, enjoyable and well balanced range of activities designed to stimulate their interest and challenge their learning as they work towards the early learning goals. Observations and assessments are used exceptionally well to inform the planning for the children's learning. Children confidently and enthusiastically take the lead in their own learning by choosing what they want to play with and making suggestions to staff about how they would like to develop activities. The key person system works particularly well in ensuring individual children receive all the support they need to take the next steps in their individual learning journey. Positive adult and child interactions help children to form strong bonds with staff. There is lots of laughter, smiles and chatting as staff listen to, play and talk with the children. Lots of activities are provided that help children to learn how to share and take turns. Children have access to a wealth of high quality age appropriate toys and equipment including information technology resources, such as computers and remote control toys.

Children are cared for in a language and print rich environment where a love of books is fostered. They make excellent use of the well stocked book corner and enjoy looking at books on their own and snuggling up in the pod with a member of staff to listen to stories. Children have great fun acting out their favourite stories 'We're Going on a Bear Hunt', when they find the bear hiding in a cave they squeal with delight as they run away. Children know that print carries meaning; they find their own name label, make recognisable marks and confidently label their

pictures. They are beginning to learn the different letter sounds and know what letter their and their friends name begin with. Children show an awareness and keen interest in counting and problem solving activities. They carefully monitor the growth of the beans they are growing, using tape measures to see how much they have grown and taking photographs to chart their findings. They confidently count out how many children are present at the beginning of each session and enthusiastically sing number and counting songs. Children enjoy completing large floor puzzles, they work together to agree where each piece should go and concentrate until they have finished the puzzle.

Children have lots of opportunities to freely explore a wide range of sensory, messy and creative activities. They use cardboard boxes, sequins, paint and lots of glue to design and make a control panel for their spaceship. Children have well developed imaginations. They act out detailed scenarios, going on journeys on the bicycles and stopping to fill up with petrol on the way. The setting is immensely proactive in helping children to learn to value different aspects of their own and other people's lives. Every child is treated as an individual, is listened to and respected to ensure they feel included, safe and valued. Partnerships with parents and specialised agencies who work with individual children are strong. This ensures that any potential barriers that may prevent a child taking a full part at the setting are removed. Children relish the exciting opportunities they have to learn about difference and to value diversity which is helping them to grow up making a positive contribution to society. They thoroughly enjoy listening to African music and playing African musical instruments. At Christmas they help to develop the role play corner into a stable so they can act out the nativity scene.

Children delight in the excellent opportunities they have to experiment and find out about the world and how things work. They have great fun mixing water and sand to see what happens and to make mud and are enthralled when they watch what happens when they put paint into puddles. Children are captivated when they participate in activities to find out about mini beasts and the lifecycle of frogs. Children are extremely confident and skilful in using information technology. They love taking photographs using digital cameras and then confidently download their pictures onto the computer and print them out. They love learning about growing when they plant and tend the flowers and vegetables. Children learn about caring for the environment through activities, such as composting weeds and recycling waste paper. They are learning how to keep themselves healthy and safe through discussions, good practice and interesting activities. Children learn about dental care when the dentist comes to talk to them and shows them how to clean their teeth properly. The crossing patrol officer, police and fire fighters regularly come to talk about how children can stay safe. Children are enthralled when they have opportunities to see the fire engine and help the fire fighters hold and spray the water hoses.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

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

Quality and standards

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

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

