

Moorhill Pre-School and Fun Club

Inspection report for early years provision

Unique reference number EY297454
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Inspector Mary Hughes

Setting address Moorhill Primary School, Pye Green Road, Cannock,
Staffordshire, WS11 5RN

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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 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

Moorhill Pre-School and Fun Club opened in 2005 and is one of two groups run by a voluntary committee. It is sited within the grounds of Moorhill Primary School's Key Stage Two site. The setting operates from its own purpose-built building with a secure outdoor area and disabled access. It also has access to the school hall, playground and fields. The setting serves the local community and is registered to care for 26 children at each session. There are currently 56 children aged two to three years on roll; 29 of these receive government funding. Children attend for a variety of flexible sessions and the setting is open during term time from 08:30 to 15:15. The setting supports children with learning difficulties and/or disabilities.

Six staff work with the children and all hold appropriate early years National Vocational Qualifications at Levels 2 and 3. The setting is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The setting has links with the linked pre-school group, the school and the local authority. It is a member of the Pre-School Learning Alliance.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding and provides excellent care for the children. Management is highly effective and has a clear focus on continuous evaluation and improvement. The focus on staff training and the improvement of resources and accommodation through the accessing of a range of grants indicates that the capacity to improve is outstanding. The welcoming, very inclusive environment is much appreciated by parents. Partnerships with parents, carers and other agencies are a key strength of the setting and ensure that all children's needs are met very effectively.

What steps need to be taken to improve provision further?

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

- develop planning further to ensure that the outdoor environment fully supports all areas of learning.

The leadership and management of the early years provision

A strong sense of purpose and commitment lies at the heart of the success of this setting. The staff work very well together as a motivated and enthusiastic team. All areas from the last inspection have been dealt with effectively.

Management and other staff work very effectively with the voluntary committee to safeguard the children's welfare and within a safe environment. Robust recruitment and induction systems ensure the suitability of new staff. Detailed risk

assessments identify potential hazards both indoors and outdoors. The setting is developing a daily checklist to further strengthen its safeguarding. All staff are well trained and have a clear understanding of safeguarding issues and the procedure to be followed should any concerns arise. All policies, procedures and records that are required to safeguard and promote children's welfare are up to date and thoroughly implemented.

Self-evaluation is good. The setting is reflective and regularly evaluates its effectiveness, for example, through regular meetings and liaison with the local authority advisor. Management has recently begun to use the Ofsted self-evaluation form and has plans to invite other stakeholders to contribute to the process.

Excellent links with other agencies and specialists such as speech therapists ensure that children with learning difficulties and/or disabilities are well supported as they access and enjoy the play opportunities and make progress towards realistic targets. Parents show a high degree of satisfaction with the provision, including the support for children with learning difficulties. Parents praise the flexibility of the provision, the friendliness of the staff, and how the setting keeps them fully involved in their children's learning. Regular coffee mornings and activity days ensure that parents share activities with their children, such as decorating Easter eggs.

Excellent induction and transition arrangements ensure that children move easily from one phase of their education to another. An eight-week programme, which fully includes parents, is a strong feature of the provision. Children benefit from strong community links and from the excellent relationships with the adjacent school. For example, during the recent World Book Day, Year 4 pupils from the school came to read stories to the children attending the setting.

The quality and standards of the early years provision

Children enjoy life at the setting, settle quickly and behave well. Children sustain interest in their activities and make good progress. They are provided with a good range of activities, across all the areas of learning, which help them to learn and develop well. Staff meet weekly to discuss planning and to incorporate children's ideas and interests. Key workers with responsibility for a small group of children know their children well and identify next steps in learning clearly. Planning ensures a good balance of activities led by adults and those chosen by the children themselves.

Currently there is no separate plan for the outdoor learning area; this means that sometimes all six areas of learning are not fully available outdoors. Staff implement good assessment procedures and use observations effectively to track children's progress and to build a good picture of a child's achievements.

The setting gives children lots of individual and small group support. Children receive close individual support and make good progress, for example, in controlling scissors as they make a Father's Day card. The current emphasis on

speaking and listening skills is a developing strength of the setting. As a result, children make good progress in developing these skills, for example, as they taste fruit and talk about what fruit looks and tastes like.

The children's welfare is sustained in an exemplary way by all the staff. Snack time is used not only as a time to learn about healthy eating and hygiene practices, but also a time to learn to count, and develop communication skills. As a result, children develop an excellent understanding of how to keep themselves healthy and safe. They wash their hands after using the toilet, and all express their disapproval when 'Dirty Bertie', in the story being read, picks sweets off the floor and eats them. Children say that they must never touch sharp knives and know to stop their bikes safely before reaching the bottom of the ramp in the outdoor play area.

Children make excellent progress in their personal, social and emotional development and their independence is well fostered. Children self-register on arrival, make sensible choices and tidy away their activities when told. They co-operate well together, for example, at the sand tray and in the role-play area. Relationships are strong; children laugh and 'chat' confidently with the staff as they happily plant flowers. Daily activities are enriched well by additional visits and visitors. These include, for example, visits from the nurse, the police and from a visiting music specialist who was observed linking the 'Being healthy' topic with music, movement, listening and singing. Children also find out about different festivals that take place in multicultural Britain. The children really enjoy these activities and contribute fully to their learning. Children acquire a range of valuable skills during their time at this setting and become confident learners who are well prepared for their next stage of education.

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?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

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?	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?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met