

Moorhill Pre-School and Fun Club

Inspection report for early years provision

Unique reference number 218193
Inspection date 11/06/2009
Inspector Mary Hughes

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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 2001 and is one of two groups run by a voluntary committee. It operates from rooms within Moorhill Primary School's Key Stage One site. The rooms used are all on one level and there is ramped access to the outdoor area. The pre-school has access to some of the school's facilities and has its own secure play park. The setting serves the local community.

The setting is registered to care for 52 children. There are currently 64 children aged three and four years on roll for the pre-school, all of whom receive government funding. Children attend a variety of sessions. There are currently 90 children on roll for the fun club; of these, 14 are children in the early years age group. The pre-school is open during term-time from 08:30 until 15:20. The fun club opens from 07:30 to 09:00, and 15:20 to 18:00 during term time. It also operates from 07:30 to 18:00 during school holidays. The setting supports children with learning difficulties and/or disabilities. Eight staff work within the setting; all but one hold appropriate qualifications at Levels 2 and 3. The Deputy Manager is working towards an Early Years Foundation degree. The setting is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The pre-school 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. Each child and family is treated with respect and they are fully included into the provision. Children's individual care, welfare, learning and development needs are well met by a dedicated staff team and highly effective management. Partnerships with parents, carers and other agencies are a key strength of the setting. Reflective practice and a strong focus on accessing a range of grants to further improve provision ensure that the capacity for improvement is outstanding.

What steps need to be taken to improve provision further?

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

- ensure that the children receive a better balance between adult-led and child-initiated activities in the fun club.

The leadership and management of the early years provision

Outstanding leadership and management are at the heart of the success of this setting. Managers lead a dedicated and motivated staff team who work well together, and through effective recruitment, induction and appraisal systems, staff are given certain responsibilities and roles that best suit their particular skills.

There is a clear focus on training and reflecting on practice. Through regular room, management and committee meetings the setting regularly evaluates its position and looks at areas that it wishes to develop further. Management has recently begun to use the Ofsted self-evaluation form and has plans to invite other stakeholders to contribute to the process. All areas from the last inspection have been effectively addressed.

Children are effectively safeguarded. Comprehensive risk assessments are documented to identify potential hazards to the children. Further daily safety checks, particularly for the outdoor areas, are carried out by staff who ensure that equipment and resources are clean and safe for the children. The setting is currently introducing these additional weekly and daily checks into the fun club. All required policies and procedures are in place. These robust systems ensure that the health and safety of the children is given utmost priority.

Staff have excellent relationships with parents. Parents praise the 'open door' policy and say that staff are readily available to talk to them. Monthly coffee mornings and regular activity days are held where parents can share activities with their children such as decorating biscuits. At these times parents have opportunities to discuss their child's progress with their key person. Excellent induction and transition arrangements are in place so that children move easily from one phase of their education to the other. An eight-week programme, which fully involves parents, is a strong feature of the provision. Strong links are in place with the school's Early Years Foundation Stage, and joint training sessions often take place. Staff also work extremely closely with external professionals such as speech and language specialists. This ensures that children's individual care is continued and supported extremely well within the setting.

The quality and standards of the early years provision

Children are extremely settled, very happy, self-assured and absorbed in their activities; this is due to the care and dedication of the staff team. Staff are generally well deployed so that each child receives good quality attention. Both the indoor and the outdoor environments are well resourced with a good range of activities for the children to choose from. Management are aware of some inconsistencies in planning, and are working to address these. For example, there is currently no plan in the fun club to ensure that children have a good balance between adult-led activities and those that children choose for themselves. In the pre-school the staff know each child in their care well and are able to incorporate children's individual needs and interests within the planned activities. The majority of staff have a good understanding of how to use the EYFS practice guidance. Parents appreciate the target setting system that is now in place.

There is an excellent focus on children's care, nurture and well-being. Children follow very good hygiene routines and know why they have to wash their hands before tuck time.

A rota of healthy snacks is in place. Children in the fun club are able to contribute their ideas to the weekly menu. They were observed using their snack time as a

good social experience, as older children interacted well with the younger children. All greatly enjoyed their rice, wraps and fruit. In the pre-school, children's independence is well fostered. Children set their own places at the table and some independently pour their own drinks. Children independently access the indoor and outdoor areas safely and freely, so that they benefit very well from fresh air and physical exercise throughout the day. The key worker system is used very effectively in the pre-school. The setting is currently embedding the use of this system in the fun club.

Staff constantly reinforce the Being Healthy topic. Children preparing food in the role-play area were told about being sure to clean their teeth after drinking fizzy drinks. Children learn about staying safe and being healthy both through general routines and very well planned activities. Recent visitors such as the school nurse and fire and police officers have reinforced children's learning in a fun way. Children talk animatedly about what the visitors told them; they know now to drink lots of water and understand more about the role of the Fire and Police services within the community.

Daily activities are also well enriched by events such as the fortnightly visit of the Library bus, where children can borrow books to share at home. A visiting music specialist was observed linking the 'Being Healthy' topic to music, songs and movement. This stimulating experience was enjoyed by all the children. Children are looking forward to the forthcoming 'Big Toddle' when they will raise money for charity. Children also find out about different festivals that take place in multi-cultural Britain. For example, a parent talked to the children about the Mendhi patterns that she was wearing, and what they meant.

Children acquire a range of valuable skills while they are at this setting and this enables them to 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