

# Moredon Pre-School

Inspection report for early years provision

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**Unique reference number**

511111

**Inspection date**

26/01/2010

**Inspector**

Shirley Ann Jackson

**Setting address**

Moredon Community Centre, The Street, Swindon,  
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**Telephone number**

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**Type of setting**

Childcare on non-domestic premises

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## 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*.

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## Description of the setting

Moredon Pre-school opened in 1977. The pre-school occupies rooms in Moredon Community Centre, North Swindon, Wiltshire and mainly serves the local community. The group is run by the committee of the community centre where it operates. The committee of the community centre is a registered charity. The direct responsibility for the group is undertaken by the nominated person who is currently also the manager.

The group is registered on the Early Years Register. A maximum of 26 children aged from two to the end of the early years age range may attend at any one time. There are currently 42 children aged from two to four years on roll. Children attend for a variety of sessions and the pre-school supports children with special educational needs and or disabilities and those who speak English as an additional language.

The setting opens five days a week during term time. On Monday, Wednesday and Friday the setting is open from 09.00 am until 3.00 pm and on Tuesday and Thursday from 09.00 am until 12.00 pm. On Tuesdays and Thursdays the group offers a tots session from 1.00 pm until 2.30 pm specifically for the two to three-year-old children.

There are four members of staff working directly with the children, all of whom have relevant early years qualifications. The pre-school receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's welfare and learning and development are not effectively promoted, as the premises are not always safe for the children to use and learning opportunities at the group have significant weaknesses. Not all children are being well supported in order for them to be fully involved in the activities offered. Friendly relationships are in place with parents. However, they have limited opportunities to share what they know about their child before they start at the group and they are not meaningfully involved in their child's learning and development. Links with other settings delivering the Early Years Foundation Stage have not been forged. There is no effective system in place to monitor the provision; therefore significant gaps have not been identified.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that outdoor space is safe and suitable for its purpose (Suitable premises, environment and equipment) 27/01/2010
- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation) 26/04/2010
- ensure that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability (Organisation). 26/02/2010

To improve the early years provision the registered person should:

- involve parents when they first bring their child to the setting to share the experiences children bring from home as the starting point for their learning, and encourage parents to contribute meaningfully to the observation and assessment process
- ensure that all areas of learning are offered outdoors and increase the resources, equipment and experiences offered outdoors to ensure that all areas of learning are available to children
- build links with other settings children attend to ensure that practitioners regularly share the children's development and learning records and any other relevant information

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

Staff understand their responsibilities with regard to child protection and appropriate policies and procedures are in place. Risk assessments are recorded for all areas used by the children and highlight that the outdoor area is of particular concern. However, although the premises are checked on a daily basis, these regular checks are not always rigorous enough to identify hazards such as broken glass. This means that the environment is not always safe for children to play which is a breach of requirements.

Records which are required for the management of the setting are in place and are well maintained. The group has policies and procedures in place which are shared effectively with parents. However, these do not always reflect what happens in practice in the group. Staff hold relevant qualifications for their roles and responsibilities within the group. However, they are not always well deployed during the session. They do not always make appropriate use of time and space. For example, staff spend time getting equipment out of cupboards while children sit and wait and the outdoor play area is not always freely available for children to use. Some resources are accessible for the children to self-select. For the others,

staff put out a range of resources and children choose from this selection. Staff do not recognise that children with English as an additional language require additional, individual support and they do not offer a range of resources reflecting their cultures. Consequently, children in this group are not fully able to participate in activities.

Partnerships with parents and carers are satisfactory. When they first approach the group they are given a welcome booklet which briefly outlines what is offered and an overview of the policies and procedures. Ongoing information is then shared through newsletters, a notice board and sharing children's progress on a termly basis. However parents are not encouraged to share what they know about their child's interests and capabilities when they first start at the group. They are aware that they can comment on their child's progress records, but few choose to do so. The setting has not built any links with other settings which children attend to ensure consistency and continuity of care and education.

Recommendations raised at the last inspection have not been fully addressed and one continues to be an area for improvement. Records of accidents and medication are now appropriately recorded and children do not have access to ancillary rooms within the premises. However, ensuring that children's assessments are used to plan for the next steps in their individual learning continues to be a weakness. Staff have only just started to evaluate practice at the group. However, this is not an ongoing, reflective system, nor are they seeking the views of those who use the provision. They have failed to identify appropriate targets to improve outcomes for the children. This does not show a commitment to maintain continuous improvement.

## **The quality and standards of the early years provision and outcomes for children**

Adults knowledge of the learning and development and welfare requirements and guidance is inadequate. They do not have a secure understanding of how young children progress in their learning. Information is not gathered from parents about children's interests and capabilities. Therefore staff have not identified each child's starting point in their learning. This means that children are not always offered activities and experiences which are linked to their interests nor are more able children sufficiently challenged. A confusing, lengthy system is in place for observing and assessing the children as they play. This information is not used to effectively plan for each child's next steps in their learning and development. Consequently, activities and experiences offered are not tailored to meet the needs and abilities of each individual child.

Although staff to child ratios are high, staff do not support all children effectively in their learning and development. They do not always use spontaneous events or children's requests to initiate conversations or to extend children's knowledge and understanding. The learning environment is not used to its full advantage. For example, the outdoor play area is not always freely available for the children to choose to play indoors or outdoors. When the children are taken outside, resources are limited and experiences and activities are not planned to ensure that children

are learning across all areas.

Children arrive happily at the group and some children are soon engaged in the activities offered. Some show increasing independence in selecting and carrying out activities, such as, choosing what to play with at free choice time. However, other children are not always fully involved and spend time wandering around or sitting sucking their thumbs. Children show pride in their own achievements, saying 'look at my picture' when they have finished painting. Some children play well together, such as, trying to build the train track. They look at the small range of photos displayed and find themselves and their friends 'look, that's you' exclaimed one child. However, minor squabbles between children are not always well managed by staff. Most children talk confidently to people who are familiar to them. Children have opportunities to paint but are not routinely encouraged to name their own work or learn about mark making for different purposes, such as, in the role play area. Some children use numbers spontaneously as they play, for example, counting eight carriages on the train track. However, staff do not routinely use everyday experiences to develop children's maths skills in a meaningful way.

Children have daily opportunities to enjoy large physical activity either in the hall or using the dedicated outdoor play area, although this is not well planned or resourced, and children spend time waiting for staff to get out the resources. There is not a system in place to ensure that all children get the opportunity to play on the equipment of their choice. The outdoor play area is not freely available nor does it cover all the areas of learning, particularly for those children who learn best outdoors. Some children know how to operate simple equipment, such as the laptop. However the use of this is not always well managed due to the high number of children wanting to access it. Children play imaginatively using their own first-hand experiences, but the role play area is not stimulating or exciting for the children. Some craft resources are freely accessible for children to be able to create spontaneously.

Children are offered healthy snacks during each session. Drinks are freely available to children during the session as some bring a water bottle from home and water is available on request. Children follow established routines for washing their hands before they eat so are learning about the importance of positive hygiene practices. Children learn about how to keep themselves safe as they take part in regular fire drills. This ensures they know what to do in an emergency situation. When they go on walks or outings on the bus, staff talk to the children about the importance of holding hands.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	4

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	4

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