

# Moira Pre-School

Inspection report for early years provision

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<b>Inspection date</b>	15/04/2010
<b>Inspector</b>	Justine Ellaway

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<b>Type of setting</b>	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*.

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.

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## **Description of the setting**

Moira Pre-School is run by a committee. It opened in 1983 and operates from the youth wing of Moira Village Hall, Moira, Derbyshire. The pre-school is open each weekday from 9.15am to 12.15pm during term time. All children share access to an enclosed outdoor play area.

The pre-school is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the pre-school at any one time. There are currently 32 children on roll, all of whom are within the early years age range. The pre-school currently supports children with special educational needs and/or disabilities.

There are four members of staff, all of whom hold an appropriate early years qualification to at least National Vocational Qualification Level 2. The setting provides funded early education for three and four-year-olds.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children enjoy their time at the setting where they make good progress in their learning and development. Appropriate information is gathered and support provided to ensure the inclusion of all children. Useful information is gathered from parents/carers and provided for them to ensure continuity in children's care and learning and development. The setting is in the early stages of developing partnerships with other settings that children attend. Systems to evaluate and reflect on practice are continuous and relevant.

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

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

- develop further systems that check the ongoing suitability of staff
- develop effective communication methods between settings to ensure that children's needs are met and there is continuity in their learning
- review systems so that interaction systematically helps children to learn so that they make connections in their learning, are actively led forward and can reflect on their learning.

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

The designated person for child protection has a sound understanding of her role and responsibilities to ensure children are safeguarded. Risk assessments contain relevant information and risks and hazards are minimised within the setting. For example, children are carefully supervised on the outdoor play equipment. All

senior staff and committee members are known to Ofsted to ensure appropriate checks are undertaken. Systems to establish the ongoing suitability of staff have been recently evaluated and additional checks identified, however, they have not all been fully implemented.

Staff continuously evaluate activities to identify whether they were effective and if they could be improved. They are honest in their appraisals and unafraid to discuss when something has not gone as well as it might. Changes are made on an ongoing basis, when identified, to benefit the children who attend. For example, staff undertook a re-organisation of the role play and book area to ensure that children can read or play without interruption whilst accessing their favourite toys. The setting demonstrates the capacity to improve and has thoroughly addressed the recommendations set at the last inspection.

The organisation of resources means that children can move around the main room, choosing between different activities including outdoors. They enjoy playing with the toys available and become engaged in play either in small groups or independently. Staff ensure they attend to children's needs throughout the session, sharing roles to provide appropriate support and supervision for the children.

Useful information is gathered from and shared with parents to ensure the inclusion of all children. A termly assessment of children's progress is provided for each child and parents are encouraged to contribute to this process. Suitable links are developed with parents, for example, for those children who speak English as an additional language, to support their inclusion. The setting has begun to explore how it can share information with other settings that children attend, but not yet established a system to ensure continuity of support.

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

Children enjoy their time in the setting and are confident and independent individuals. They are given suitable support to settle and become familiar with the routines of the session. Staff provide a varied range of activities which are often linked to children's interests. For example, providing an activity on the tree cutting outside the hall when children show curiosity as to what is happening. Staff consistently plan to support children's next stage of development through both group and free play activities. However, on an odd occasion opportunities are missed to support children's learning through interaction.

Children show high levels of interest in the activities on offer. They enjoy playing with the toys and resources and will play for long periods of time with their favourite ones. They join in enthusiastically at circle time, talking about the date and the weather and sharing news with others. This promotes their language development as they explain what they have been doing or seen or heard. The children show an interest in what others have to say and listen carefully and join in the discussion. A child later draws a picture linked to the news that another child shared that morning. They play with toys that develop their skills regarding technology, for example, controlling the mouse during a simple computer game.

Children have suitable opportunities to learn about the wider world. The setting looks at different festivals throughout the year and invites parents in to share their experiences with the children, to give it more meaning.

Children have good opportunities to develop their imagination as they use the easel for painting, dress up or make models with play dough. They enjoy playing outdoors and throw and bounce balls. They also join in with actions to stories and songs and move in different ways, for example, swaying from side to side, developing their physical skills. Children make good attempts to problem solve and build as they use different construction toys. For example, a younger child perseveres to successfully stack several blocks to make a tower, whilst an older child follows pictorial instructions to make an insect out of different construction shapes. Children of all ages enjoy mark-making and spend time drawing and writing with the wipe boards. They love singing and join in with familiar songs as well as suggesting their favourite ones and singing these solo.

Children follow instructions carefully from staff and as a result ensure their own safety. For example, when they are outdoors they play with the balls in a designated area. They behave well and show care and consideration for others. They enjoy a healthy snack and help themselves to a drink throughout the session. They understand that they need to wash their hands before eating and do this without prompt before joining the snack table.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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