

# Moose

Inspection report for early years provision

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**Unique reference number**

EY242964

**Inspection date**

03/06/2010

**Inspector**

Nigel Lindsay Smith

**Setting address**

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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*.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

The Moose Out of School Play Scheme is managed by a voluntary management committee. It was registered in 2003 and operates from the Meeting Room of St Michael & All Angel Church in Bedminster, Bristol. Children have access to a secure enclosed outdoor play area. The setting is open each weekday during term time from 15.15 to 18.00 hours, and in school holidays from 8.30 to 18.00 hours.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children in the early years age group and on the compulsory part of Childcare Register may attend the setting at any one time, of whom no more than 32 may be in the early years age group. There are currently 11 children in the early years age group on roll. There are seven members of staff, of whom four hold appropriate early years qualifications to at least NVQ level 2.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Good arrangements are in place to support the development of the children in the Early Years Foundation Stage. Children are occupied well and enjoy their time in the setting, with access to a good variety of activities and equipment. Partnerships with parents and other providers of the Early Years Foundation Stage are well-developed. Staff are supportive, and encourage children's good relationships with each other and adults.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- carry out a full risk assessment for each type of outing 30/06/2010
- review risk assessments at least once a year or more frequently where the need arises. 30/06/2010

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

- develop a 'starting point' with children to assist in subsequent assessments of their progress
- ensure all staff are aware of procedures to be followed in the event of a child protection allegation against an adult in the setting.

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

Children are safeguarded as the setting has an appropriate child protection policy. However, not all staff are aware of the steps to be taken in the event of an allegation against an adult in the setting. Local Child Safeguarding Board information includes who to contact in the event of a child protection concern. All adults in the setting have appropriate checks completed. Risk assessments for the premises and outside areas support children's safety, although there is insufficient evidence of assessments for all outings undertaken, and of regular reviews. Good safety measures are in place to ensure that the premises are safe, including an intercom entry system so that staff monitor all visitors to the premises. The front outside play area has been fitted with safety play matting.

The setting has a strong commitment to including all children in the community. Children have involvement with Community Partnership projects such as creating a stained glass window in the play room. The setting has been made accessible for wheelchair users through installing a ramp and an accessible toilet. The setting uses the Ofsted self-evaluation form to monitor the provision. Recommendations from the previous Ofsted inspection have been appropriately addressed. The setting also identifies areas for improvement by issuing questionnaires to parents and the schools. Children's views on the scheme are invited through a suggestion box. The responses are evaluated and followed up, for example, by broadening the snacks offered, and obtaining new play equipment. Parents completing the questionnaires are positive about the setting. The setting has developed liaison with the schools attended by the children, as partners in providing the Early Years Foundation Stage to them. Play resources are deployed well to give children variety and choice, and they enjoy good access to the outside areas.

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

Children enjoy a good variety of activities and play opportunities. They choose what they wish to do and they are given good attention by the staff, who ensure that they benefit from supportive interactions. Children make good relationships and interact well with each other. Staff respond sensitively to resolve any differences of opinion between children. They ensure that children are making progress in the Early Years Foundation Stage through making observations of the children's play, and using their assessments to plan for the next steps in their development. However, they do not establish a starting point that they can use subsequently to compare with their assessments of children's progress.

Children select their activities from a varying range of items set out in the play area, including games, trains and a role play area. There is an area with suitable furniture to relax and choose books from the display. Children enjoy exercise and fresh air as they use the large outside area to play with hoops. They go as a group to the nearby park and play together in the children's play area and in their den among the trees. They use construction materials in the play room, following their

current interest in pyramids, for which they have made wall displays. Staff support them to plan and develop their model, and they engage in discussion about lava because of the recent volcanic eruptions. Staff explain the rules of table top games and children use this knowledge to play enthusiastically, debating the rules keenly. Children develop skills for the future as the learning areas are covered. Computers are available to develop their information technology skills. They enjoy creative activities such as making books containing leaves and flowers that they have collected. They develop their problem solving skills as they complete a large floor puzzle of a map of Europe. They extend their knowledge of the world through projects about foreign countries and planting in the garden. They have good opportunities for physical activity through parachute games and they develop their small muscle skills through activities such as finger painting and using beads. Good resources support creative skills, for example, through role play and in devising and presenting a puppet show to their peers and the staff.

Children learn about keeping safe, for example, through practicing fire evacuation procedures regularly. Accidents are managed appropriately as there is always a member of staff present with a current first aid certificate, and records are maintained and shown to parents. Children's good hygiene is encouraged by regular hand washing, and they learn to be healthy as they have appropriate snacks and are encouraged to bring balanced packed lunches in the holiday scheme.

## 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	2
The effectiveness of the setting's engagement with parents and carers	2

### 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>	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

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

Met