



Moorhill Pre-School and Fun Club

Inspection report for early years provision

Unique Reference Number	EY297454
Inspection date	16 November 2005
Inspector	Ann Winifred Harrison
Setting Address	Moorhill Primary School, Pye Green Road, Cannock, Staffordshire, WS11 5RN
Telephone number	01543 510 247
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Registered person	Moorhill Pre-School and Fun Club
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Moorhill Pre-School and Fun Club is one of two groups run by The Committee of Moorhill Pre-School and Fun Club. It opened in 2005 and operates from rooms at Moorhill Primary School. The pre-school is open each weekday from 08.45 to 11.30 and 12.45 to 15.15 during term time. All children share access to a secure enclosed outdoor play area.

There are currently 52 children aged from 2 to 4 years on roll. Of these 30 children

receive funding for nursery education. Children come from the local area. Five staff work with the children. All of the staff including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from a healthy diet. Drinks are offered regularly throughout the session and children know they can ask for a drink when they need one. They enjoy a varied menu of freshly prepared snacks such as soup, beans on toast and fruit. All snacks comply with any special dietary requirements to ensure children remain healthy. Staff work in partnership with parents to meet children's dietary needs and children are learning about healthy living through discussion with staff and well planned topics such as 'Myself' and 'People Who Help Us.'

Children learn the importance of good personal hygiene through well-planned routines such as hand washing before eating and after handling pets. They learn how germs can make them poorly through effective use of stories such as 'Dirty Bertie.' Good hygiene procedures throughout the setting ensure that children are cared for in a clean environment. Effective procedures are in place for sick and infectious children which help prevent the spread of infection and help to keep children healthy.

Staff use 'Birth to three matters' guidance and the 'Curriculum guidance for the foundation stage' well to provide a range of physical play experiences for all children. Children enjoy good opportunities for physical exercise. They join in well with action songs and musical games and enjoy taking part in 'Jo Jingles' and 'Sticky Kids' active routines. Children enjoy taking part in regular physical exercise activities in the hall, they are learning to use climbing and balancing apparatus which enhances children's physical development. All are able to rest and be active according to their needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a well-organised environment, where risks to children are limited through good safety and security procedures. Staff monitor access to the group at all times and precautions are taken by staff to ensure all areas are safe and secure. Daily checks on the premises and equipment are made to ensure children are kept safe. Risk assessments of the premises are completed by the manager, however not all staff are aware of these and therefore are not fully aware of the risks to children and how to minimise them. Children are well supervised and staff ensure that adult to child ratios are maintained at all times. Fire evacuation procedures are fully understood by staff and are practised regularly, consequently, children's safety is well promoted.

Children learn how to keep themselves safe, for example they understand that they

must hold on to the handrail and walk in single file when using the stairs in the school and they know how to use PE equipment safely. They respond appropriately to the emergency evacuation drill and learn how to cross the road safely in 'Walk to School Week.' Children have access to a range of safe toys and equipment, which, are well maintained by the setting.

The majority of staff have a good understanding of their child protection responsibilities. However not all staff are clear on the appropriate responses and this compromises children's safety.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the group confidently and enjoy their time in the setting. An effective key worker system ensures that children are cared for by consistent staff. Children sit together in key groups at snack time and chat with each other and staff. Children enjoy the positive interaction with staff which increases their sense of trust and well-being. They benefit from familiar routines and staff are very attentive to their needs. Staff plan a wide range of interesting experiences and activities to help children learn through their play.

Children play happily together and with adults, using resources such as puzzles, construction and role play equipment. Musical activities include singing and action rhymes which contribute to children's developing communication skills. Exploration with paint, dough, sand and water helps children represent their experiences, feelings and ideas in a variety of ways. Children benefit from a colourful, stimulating and interesting environment in which they are happy, content and well cared for. Practitioner's good use of 'Birth to three matters' framework is improving children's achievements. They have a secure understanding of the range of experiences which enables young children to develop and learn.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Staff have a good knowledge and understanding of how children learn and use the stepping stones to clearly identify children's achievements. Planning is good, links clearly to the stepping stones and ensures a wide range of activities and experiences are provided to extend children's learning. Observations and assessments are thorough and they are used effectively to inform planning for children's next steps in learning. This ensures that children are making progress. Staff engage in children's play and challenge children by good use of questioning to extend children's learning. Behaviour is well managed and this results in a calm and caring environment for children.

Children are excited and motivated to learn, they enjoy new experiences with enthusiasm, such as touching the pet snails. They form good relationships with staff and their peers which promotes their sense of well-being. Children are developing their independence and self help skills through going to the bathroom on their own, dressing themselves after PE and washing up their own plates. There are few

opportunities for children to self select resources, which, limits children's choice and their ability to initiate their own play.

Children are confident speakers and initiate and continue conversations with others. Children listen to and tell stories and sing their favourite songs and rhymes. Children are learning that print carries meaning through recognising their name on their coat pegs and name cards and seeing words in the environment. However, children do not make good use of the book area. This restricts the opportunities for children to enjoy books and explore a range of words and texts. They have good opportunities to practise their emergent writing skills, they are beginning to write their own name and link sounds to letters. Children are also learning to speak and understand simple French words.

Children understand and use numbers well. They count reliably to ten and beyond and show an interest in shape and colour. They have good opportunities to develop simple calculation skills through number rhymes such as 'Five Fat Peas' and counting how many letters they have left if they post three in the post box.

Children are knowledgeable and interested in the environment and are provided with a variety of activities which enable them to explore their surroundings for example collecting leaves, and observing the trails of the pet snails. They develop good exploration and investigation skills as they learn about change when planting seeds and watching them grow. Children have good opportunities to use information and communication technology (ICT) through use of a computer, tape recorder and using a remote controlled car.

Children move confidently and are developing good coordination skills, they show a good awareness of space and handle a range of tools and small equipment well. They learn to balance and climb during regular PE session. They enjoy making models with play dough and recycled materials. Children express themselves freely through painting and enjoy exploring many different textures such as sand, water and collage. Children's imaginations are well developed as they play in the role play area and play musical instruments.

Helping children make a positive contribution

The provision is good.

Children enjoy positive relationships with the staff and with each other. All children are valued and respected as individuals. Children's confidence and self-esteem are developed by staff with good use of praise and encouragement. Children learn about the wider world through well planned activities and topics such as Chinese New Year and Diwali. They have visits from people in the community such as police officers, fire officers and a soldier on remembrance day.

Children behave well in response to clear boundaries set by staff. Children are learning to share and take turns with equipment, for example they share construction toys and take turns when playing table games. Children and staff sit together at snack times to develop children's social skills. They are encouraged to help each other and to use their manners well. This positive approach fosters children's

spiritual, moral, social and cultural development. Practitioners ensure that the resources positively represent individuals from the wider community, this helps children develop a positive attitude to others.

All children benefit from the positive relationships staff have developed with parents. Children settle well because the staff work closely with parents to ensure their child's needs are met. Parents receive good written information in a welcome pack, on how the setting operates. They are invited to give their views on a regular basis through ongoing discussion and completion of a questionnaire. The partnership with parents and carers who receive nursery education funding is good. They receive detailed information on the educational programme provided for their children, who benefit from a two way sharing of information between parents and staff to enhance their learning. Parents are invited to parents meetings to discuss their child's progress. The consistency is further advanced by daily verbal feedback to ensure parents are informed about what their children have been doing whilst attending.

Organisation

The organisation is good.

The pre-school is clear in its aim to offer the best for the children in their care. Children benefit from a staff team that are committed to training and development to improve their practice. Children are familiar with the routine and are comfortable and at ease in the setting. They are confident to approach staff to ask questions and request support. Space and resources are well organised which enhances the care offered to children.

There are effective recruitment procedures which ensure that staff are appropriately vetted and there is a good level of qualified staff who work with the children. There is a high ratio of staff to children to offer good support to children. There are clear systems in place for recording accidents, medication and attendance records. Induction training and detailed policies and procedures work well in practice to keep children healthy and safeguard their welfare.

Staff have a good knowledge of the 'Curriculum Guidance for the foundation stage' and 'Birth to three matters' which ensures the educational programme is delivered effectively. A good system of observation and assessment is in place, and these are used to inform planning for the next steps of children's learning. This means that the children's progress is monitored appropriately. Staff work efficiently together as a team and there is a supportive management structure in place. The manager takes an active part in the setting and monitors the educational provision well, and she is committed to continuous improvement and development. Staff are supported with regular meetings, ongoing training and appraisals.

Consequently, the leadership and management of the setting are good. Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure all staff are aware of reporting procedures for child protection
- develop further the risk assessments to ensure all staff are familiar with procedures.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- increase opportunities for children to self select resources and initiate their own play
- encourage children to make more effective use of the book corner.

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