



Moor Nook Community School

Inspection report for early years provision

Unique Reference Number	EY297084
Inspection date	19 January 2006
Inspector	Janet, Elizabeth Singleton
Setting Address	Moor Nook CP School, Mitton Drive, Ribbleton, Preston, Lancashire, PR2 6EN
Telephone number	01772 796009
E-mail	
Registered person	Moor Nook Little Ones
Type of inspection	Integrated
Type of care	Sessional care, Crèche

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Moor Nook was registered in December 2005 and is run by the management committee. The nursery operates from one classroom and the main school hall within Moor Nook County primary school. A maximum of 16 children may attend the nursery at any one time. The nursery is open each weekday from 09.00 until 12.00, term-time only.

There are currently 23 children on-roll. Of these 5 receive funding for nursery

education. The nursery supports children who have special educational needs. There are 3 staff employed, 2 of whom have qualifications in early years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is generally promoted as the staff follow basic hygiene practices to prevent cross-contamination and infection. Children wash their hands before snacks and after visiting the bathroom, therefore limiting the spread of germs. However, staff do not always follow satisfactory hygiene procedures when changing children; the mat was not wiped, and therefore children's health is compromised. Staff wipe tables before and after snacks to maintain a clean environment for the children to eat and play in. Children's health is further promoted as staff have all medical details recorded to ensure that individual needs are met. The staff meet children's first aid needs by ensuring that the first aid box is fully stocked and by holding a current first aid certificate.

Children's dietary needs are met satisfactorily as they enjoy a snack of toast, fresh fruit and a drink of juice. Children can access a drink of water during the session and can monitor their own needs, should they require a further drink during their play.

Children develop their physical skills as they take part in dancing and circle games in the main hall. They move around the hall playing at aeroplanes, stopping, starting and changing direction. They delight in a range of enjoyable activities which promote their coordination, for example, holding the parachute, shaking it to move the ball and working together with other children. They develop their fine movements as they handle small tools with a degree of competence as they use cutters, scissors and glue-sticks to make pictures.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very welcoming and safe indoor environment which is planned to meet children's needs by having areas of continuous provision, for example, sand, free painting and role-play. They make choices from suitable and very safe equipment including messy play, dressing-up and musical instruments. Parents and children are warmly welcomed into the group, this being a friendly environment with some lovely displays of children's work, for example, the 'Three Little Pigs' 3-dimensional picture board.

Children are protected from harm and neglect as they play in a secure and safe indoor environment. There is sufficient space for the number of children who attend, and a daily checklist is carried out to ensure that the premises and equipment remain suitable for use. Children are beginning to take responsibility for their own safety because the staff remind them to be careful, to avoid running and to tidy up.

Children's welfare is further safeguarded because staff fully understand their role in child protection and are able to put appropriate procedures into practice when necessary, based on national and local guidance.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are provided with play opportunities which are appropriate for their age and stage of development including role-play, creative and messy activities. They enjoy making choices as they play and move around the setting, without restriction, enhancing their play using the extra resources which they freely access. They are learning because most staff sit and support them, as they talk about what they are doing. However, some staff are directive when carrying out activities, therefore limiting children's experiences and their ability to solve problems for themselves.

Children enjoy making choices from suitable and safe equipment including jigsaws, books, sand and water, and busy themselves remaining occupied and interested in their tasks. Staff promote children's self-esteem as they praise children's success by telling them they are good and have done well. Children who have special needs are supported because staff have all the appropriate documentation and have an understanding of the need to adapt activities to enable all the children to participate.

Nursery Education.

The quality of teaching and learning is satisfactory. Children are making satisfactory progress in all areas of learning because staff have a sound understanding of the early learning goals. They plan a range of appropriate activities which supports all areas of learning. Planning is linked to the stepping stones and is evaluated to ensure that children are provided with, and participate in activities which provide the appropriate level of challenge. They are able to re-visit activities and staff understand the need to differentiate activities for example, extending threading into pattern making. The staff find out about children's starting points as they talk to parents and ask parents to add their comments about their child's ability to the transitional profiles. Staff complete observations on all the children to ensure that planning reflects individual needs, and therefore sufficient challenges are set.

Staff's questioning is generally acceptable in the methods and expectations to promote children's thinking and to further their progress through the stepping stones. Staff generally support children by sitting with them and talking about their play. However, some staff do not use open ended questioning effectively and often direct children's thinking during creative activities, therefore, children do not take on the ownership of their work. Not all staff fully support children in maintaining their interest, for example, they watch what all the children are doing and do not concentrate on the child being supported, therefore opportunities to extend the child's thinking are missed.

Children are generally confident and independent as they readily choose toys and equipment to enhance their play. They are beginning to attend to their own personal needs when in the bathroom. Behaviour is appropriate as children understand the

need for rules and respond to instructions from staff enabling learning to take place. They use their developing language skills to ask questions and talk about their play as they constantly chatter, organising their thoughts. They develop the early skills of reading and writing as they access the book corner and make marks using crayon and pencils.

Children use numbers and understand that there is a sequence to numbers and as they count the sorting beads. They learn about shapes as they name triangle, square and circle competently as they play. They learn about the world around them as they take part in activities which celebrate cultures and festivals such as Christmas and Chinese New Year, and enjoy playing with the toys and equipment which promote diversity. They find out about the natural world as they explore the mini beasts and talk about the life-cycle of the frog. They enjoy using their imagination as they make tea in the role-play and pretend to be 'Bob the Builder' as they mend and hammer. Overall, children make sound progress towards the early learning goals, given their capabilities and starting points.

Helping children make a positive contribution

The provision is satisfactory.

Children are fully welcomed into the setting and take part in all activities and areas of play. They learn about diversity and the wider world as they celebrate festivals and play with toys and equipment that reflect the differences between people. Children who have special needs are welcomed and included in the setting and staff are aware of the need to adapt activities to enable them to participate fully.

There are satisfactory strategies in place for helping children manage their behaviour. Staff use praise appropriately and children respond to praise with a smile and a feeling of satisfaction. Staff discuss the behaviour with the children and explain the consequences of their behaviours. Children remind each other of the need to be kind and not to push when lining up by the door. They are well mannered and say please and thank you at snack time.

Partnership with parents is satisfactory, meeting the needs of the children and contributing to their wellbeing. Parents feel informed and able to talk to the key-worker about their child. They are made aware of how the setting assists the children who attend through the displays and notice boards. Parents can view the photograph board of how children are working towards the early learning goals and the activities provided to assist children in their progress.

The children learn about the community and other cultures as they engage in activities which promote their understanding. They enjoy playing together and learn to wait for their turn for the focussed activity, to share, to work together and to be kind to each other. They learn to manage their behaviour and are well mannered. This positive approach fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is satisfactory.

Children benefit from an environment in which they can move freely and choose resources enabling them to make decisions. They have key-worker groups and the correct adult-child ratios are maintained. There are satisfactory policies and procedures which work in practice. All regulatory documentation to protect children and maintain their welfare is completed accurately and is stored securely.

The leadership and management is satisfactory. The management team is effective in promoting satisfactory levels of progress, monitoring and evaluating performance and identifying and tackling weaknesses of the care and education provision. Staff meetings are held to monitor and evaluate the settings provision for the care of the children. Children's welfare is promoted as most staff hold qualifications and have experience in early years. Further training is encouraged for all staff to increase their knowledge and skills to improve their practice and the care and education of the children.

Overall, the setting 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 the changing routine is hygienic and appropriate for all children
- ensure all staff interaction is less directive and allows for children to take control over their work and develop their own creative ability (also applies to nursery education)

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):

- ensure staff attention is focussed and consistent in supporting children's development and thinking, by all staff remaining on the allocated task. (also applies to care)

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk