



Mosses Pre-School

Inspection report for early years provision

Unique Reference Number	EY308635
Inspection date	25 January 2006
Inspector	Ann Bamford
Setting Address	Cecil Street, Bury, Lancashire, BL9 0SB
Telephone number	0161 761 2079
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Registered person	Mosses Community Association Ltd
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 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?

The Mosses Pre-School provides full day care from within The Mosses Community Centre in the eastern area of Bury. The setting is close to the town centre and is situated within a community centre which is a local resource. The setting has been registered since August 2005. It may provide care for up to 24 children under 8-years at any one time.

Children have use of a large hall and a smaller quiet room, there are toilet facilities

designated for children's use in the centre.

Care is provided by a management committee the contact person for whom is the Pre-School Manager. The setting comprises a full time manager who works alongside her five staff. All staff hold NVQ at Level three or equivalent in Early Years Childcare and Education.

At the time of inspection there were 26 children on roll, all of whom attend on a part time basis. The setting has funded places for both 3 and 4-year-old children. At the time of inspection there were six children in receipt of the nursery education grant. The setting supports children with special needs and English as an additional language. It enjoys a good relationship with Bury Early Years Development Childcare Partnership

Care is generally available from 09:00 until 13:00 each weekday, with the exception of Bank Holidays for 50 weeks of the year.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children stay healthy because the staff follow appropriate environmental health and hygiene guidelines. Children develop an awareness of good hygiene practises as they wash their hands after using the toilet, with increasing independence. Children develop healthy bodies as they have constant access to bikes and climbing frames. Children pedal and climb with increasing confidence as a result of this.

The room is clean, however, it is not consistently warm in very cold weather which impairs children's ability to keep themselves warm and thus fully engaged in all activities available. Children have opportunities to develop their physical skills such as hand-eye co-ordination and climbing skills as the setting plans and encourages children to use equipment such as climbing frames.

Children have some opportunity to sit quietly at designated times through the session but the lack of resources in this area impedes children's ability to rest. Children's health and dietary needs are met because the setting works with parents by gathering information on each child's individual needs and likes. Children are able to refresh themselves according to their individual needs as they can obtain water at all times from a water container laid out for them.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The setting is planned so that different activities take place in different areas. Children are developing an awareness of safety as they are involved in tidying up. Staff in the setting liaise with the Mosses management committee to ensure that regular checks are made in relation to the maintenance of the building. This

increases the safety of children.

Staff make checks of any toys or equipment for age appropriateness and state of repair before they are placed out for children to use. As a result of this children are able to select toys which are suitable for their use. They are developing skills in using toys such as prams in a way which shows an awareness of not knocking over other children.

Children are generally secure when being cared for. However, children's safety is impeded by the public access to the areas where children are playing with only a buzzer to alert staff that the room has been entered. Staff hold a clear understanding of their role in the safeguarding of children and their confidence to work with parents and external organisations ensures children are safe should a concern arise.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

A stimulating learning environment and happy atmosphere ensures children have positive experiences and enjoy their time at the pre-school. They are secure in their relationships with staff and feel at ease to express themselves in play. Children spend their time purposefully and take part in a wide range of activities. Exploration with sand, water and paint on a daily basis encourages children to explore using their senses. They show enthusiasm for learning and concentrate for increasing periods of time in their play. Staff generally take account of what a child can already do and are developing their skills in planning the next steps for children. However, the setting has yet to develop the use of Birth to three matters and this inhibits younger children's development.

Nursery Education

The quality of teaching and learning is satisfactory. Staff are increasingly secure in their knowledge of the early learning goals and stepping stones. They know the children and have an awareness of their capabilities through informal observations. Plans are flexible to respond to children's individual needs and interests. Sufficient time is given to allow the children to become engrossed in activities and think in order to complete their tasks. The way the environment is organised generally supports children's independent access to resources.

Children explore activities with interest. They are settled and separate from their parents and carers with confidence. They are sociable and kind to one another as they push their wheeled toys around each other and help on the climbing frame. The shared group time is becoming a tool for encouraging the children to speak in a group. However, older children's contribution to this is impeded by the large number of different ages in the group. Children are starting to listen to stories but the lack of comfort and resources in the reading area inhibits children's awareness of using books as a source of enjoyment. Children are starting to recognise their own names and carefully trace over them.

Children are developing counting skills and recognise numbers under five. Use is

made of a wide selection of mathematical equipment to support their play as they sort fruit and match the shapes and colours of balloons. Children are developing design and making skills. They choose from a range of construction kits to produce models, such as a train track. They are beginning to differentiate between the past and present as they talk about yesterday in circle time. They show interest in technological resources as they use telephones in imaginative play.

Children engage in many opportunities to develop their physical skills. They control their movements with increasing skill and are making very good progress in pedalling and manoeuvring bikes. Good support and encouragement from staff encourages them to try new experiences as they negotiate the pram area or walk along a self-made road track. Children show good levels of concentration and competence as they confidently use tools such as, paint brushes, glue spreaders scissors and pencils. They are confident in using colour and different materials to create their own artwork. They apply paint in different ways and draw freely, giving meaning to their marks. Children enjoy exploring musical instruments and listening to the different sounds. They play imaginatively in the home corner as they pretend to go on journeys, or go out for walks with babies.

Helping children make a positive contribution

The provision is good.

Children feel a sense of belonging as they are greeted warmly as they arrive. The staff use individual information provided by parents effectively to plan care which takes account of children's individual needs.

Children's spiritual moral cultural and social development is fostered. Children are becoming increasingly aware of the impact of their actions on others and take responsibility to assist in tidying away toys. They use staff help effectively to share the water play and offer each other toys. Children's behaviour is good as a result of the individual attention and gentle persuasion by staff to do things correctly. Children's individual and special needs are met effectively through the staff's liaison with parents and the creative use of individual education plans as part of a multi-disciplinary team.

Children have good opportunity to develop knowledge of other people's customs through the celebration of festivals such as Chinese New Year. Children's general awareness of the wider world is also developed through skilled use of toys, equipment and books which reflect positive images of different cultures.

The partnership with parents is good. Parents are welcomed into the setting at the start of the session and staff are starting to establish open relationships. The setting makes use of both written information on how care is offered and daily verbal feedback to parents in order to help children feel valued. The setting is making good progress in providing parents with information on what their child is doing in the setting through notices and written information. They use that alongside talking to parents to encourage an interest in what their child is doing and achieving. The visits that workers make to focus on finding out about the child and to complete the application form prior to them attending the setting opens up channels of

communication between the staff and parents .This enhances the quality of care given to meet the child's individual needs.

Parents speak positively about the staff and value their child's progress since attending.

Organisation

The organisation is satisfactory.

The staff in the setting order the space, equipment and their time to offer care to children. The high staff-child ratio increases children's ability to develop relationships with the adults in the setting thus increasing their confidence.

The leadership and management of the setting is satisfactory. The manager has a clear vision of how the setting is organised and is developing frameworks such as appraisal to support this. However, records are not always easy to access, nor is there evidence of why certain actions have been taken. In addition records do not fully evidence that staff have the necessary experience to care for children. This impedes the efficient care of children. Staff in the setting are clear on the Foundation Stage early learning goals and how they are developing strategies to help children progress through the stepping stones towards these. Staff are increasingly aware of their roles and responsibilities and deploy themselves to support children's individual needs. They work together and communicate by talking to each other to help children make progress. Staff seek advice from the local authority's Early Years Department and have used this to plan care for children.

Children experience continuity of care as the setting has begun to make use of written records, policies and procedures as well as liaison with parents when caring for children. There are generally frameworks of records in place which support safe care. Information on what the child has done during the day is passed on to parents verbally at the end of each day, increasing children's sense of wellbeing.

Overall the setting meets the needs of children who attend.

Improvements since the last inspection

Not applicable, this is a first inspection.

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):

- review the heating of the building to ensure that rooms are maintained at an adequate temperature whilst children are being cared for
- further develop the facilities to enable children to rest and sleep
- further develop frameworks to keep children safe inside the setting with regard to the two entry and exit doors into the pre-school
- develop the use of Birth to three matters to record what younger children can do
- improve the environment in the book corner and develop resources which encourage children to enjoy books and stories (this also applies to nursery education)
- devise a strategy to increase expectations of older children to speak and contribute in circle time sessions (this also applies to nursery education)
- improve the records that are made to record what children can already do, of the action taken to reduce risks and the permission to seek any necessary medical advice or treatment
- improve the evidence that of vetting undertaken to ensure staff have the necessary skills and experience to work with children

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):

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