



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 322456

DfES Number: 533973

INSPECTION DETAILS

Inspection Date 08/07/2004
Inspector Name Ann Lee

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Mossley Hill Pre-School
Setting Address St Matthews and St James Church Rooms
Rose Lane, Mossley Hill
Liverpool
Merseyside
L18 8DB

REGISTERED PROVIDER DETAILS

Name . Mossley Hill Playgroup

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Mossley Hill Pre-School opened in 1991. It operates from a church hall in Mossley Hill, Liverpool. The pre-school serves the local community.

There are currently 21 children from 2½ to 4 years on roll. This includes 9 funded 3 year olds and 7 funded 4 year olds. Children attend for a variety of sessions. No children have special needs and there are no children who speak English as a second language.

The group opens 4 days a week during school term times. Sessions are from 9:30a.m. to 12p.m.

Three full time staff work with the children and they all have early years qualifications. One member of staff is currently on a training programme. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDP).

How good is the Day Care?

Mossley Hill Pre-School provides good sessional day care for children aged 2½ to 5 years.

There are policies and procedures in place which help the staff to provide a safe, comfortable and secure environment for the children. The children are provided with a healthy snack and the staff help them to understand about good hygiene practices.

The staff plan a varied programme of activities which take into account the ages and stage of development of the children. The emphasis is on learning through play and the children have the opportunity to choose their own activities from the wide range on offer. The programme is devised around themes and the children make progress in all areas of development.

There is a good range of toys and equipment including items which reflect positive images of different cultures. Many of the planned topics are devised to help the

children to learn about different cultures and they celebrate festivals from around the world.

The staff develop close relationships with the children. They are kind, patient and understanding. They know when to join in the children's play and activities and when to leave them to play together and to use the toys and equipment imaginatively. Language development is given a high priority and the staff talk to the children, listen to them and extend their vocabulary.

The staff are good role models and treat the children with respect at all times. The children learn the daily routine and enjoy the familiarity of favourite songs and games. They play well together and learn to share and to take turns. The staff use lots of praise to help the children to be well behaved and to gain confidence.

Relationships with parents are good. The staff are friendly and approachable and parents are made welcome in the playgroup. They are provided with useful information about the themes and activities and are invited to help in the group.

What has improved since the last inspection?

The actions from the last inspection have all been completed. These include devising a registration system, a procedure for the administration of medicines and a procedure for emergency evacuation.

What is being done well?

- The staff follow the policies and procedures to provide a safe and healthy environment for the children.
- There is a wide range of toys and activities which help the children to make progress in all areas of development. The children learn about different cultures through planned activities.
- The staff develop good relationships with the children. They are kind, patient and understanding and they help the children to learn and to have fun. They talk to the children, listen to them and help them to extend their vocabulary.
- The staff are good role models and they use praise and encouragement to help the children to be well behaved and to gain confidence.
- Relationships with parents are good. The staff are friendly and approachable and parents are made welcome in the group.

What needs to be improved?

- the availability of drinking water for the children
- the public liability insurance certificate so that it indicates the correct period of insurance cover.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
4	improve the outside play area so that the children are confined to a smaller area and can be supervised easily
6	ensure that public liability insurance certificate is up to date
8	ensure that the children have access to drinking water

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Mossley Hill Pre-school offers good quality nursery education where children are making very good progress towards the early learning goals in all areas of learning except knowledge and understanding of the world, and creative development where their progress is generally good.

The quality of teaching is generally good with many very good aspects. The educational programme is well planned, with clear learning intentions, and covers all areas of learning. Assessment is still focussed upon the desirable learning outcomes rather than the early learning goals, and children are therefore not assessed against the full range of stepping-stones towards the goals. Some staff over direct some craft activities, which reduces the children's involvement. Children are very good communicators because staff listen carefully to and value their contributions. The staff relate to the children with affection and humour, and manage behaviour well, and this fosters children's confidence and provides a firm basis for future learning.

Leadership and management are generally good, with some very good aspects. The management have identified most of the strengths and weaknesses effectively but financial constraints have prevented them addressing some ongoing weaknesses. The manager and deputy work with the children, and this enables them to monitor the effects of teaching and its impact upon children's progress well. The management is conspicuously committed to ongoing improvement.

The partnership with parents and carers is generally good, with beneficial effects upon the children's progress. The management have introduced many successful strategies for informing parents about the educational programme, such as brochures, newsletters and informative displays. Parents appreciate the friendly and approachable staff, who are available to chat about the children's progress at parents' request, although parents receive formal information about progress only when their child leaves.

What is being done well?

- Staff create a relaxed and very positive environment in which children are obviously valued, and listened to, and this is helping children develop very good communication skills and a confident and enquiring attitude to learning.
- Staff introduce new words such as "germination" and "spiral" and explain and reinforce the new words well, and children are developing a sophisticated vocabulary.
- Frequent storytelling sessions are helping children to develop a love of reading, and they can recognise their own names, and some older and more able children can write their own names on their work.

- Children are learning to use their mathematical knowledge in enjoyable play situations to practice simple addition and subtraction, and they are learning about patterns, shapes, capacity, size and position through well-planned, practical activities.
- Children are learning about and becoming sensitive to a range of cultures through well-planned and well-resourced topics such as "Japanese Children's day" and "Chinese New Year", as well as regularly hearing some Christian stories, and celebrating cultural events such as birthdays.
- Children work together very well and build very complex bridge structures, which helps them to practice problem solving, and to develop their linking and joining skills.

What needs to be improved?

- the staff support and range of opportunities for children to learn about the uses of information and communication technology and programmable toys to support their learning
- the way staff support some art and craft activities, so that children have more active involvement
- the organisation of resources to ensure that displays are at child height, writing and craft materials are fully accessible to children, and photographs and children's work is systematically dated
- the use of assessment documents so that they reflect the whole range of stepping-stones towards the early learning goals.

What has improved since the last inspection?

The setting has made generally good progress in addressing the three key issues from the previous inspection. The first key issue required the setting to raise the awareness of all staff regarding the Code of Practice on the Identification and Assessment of Special Educational Needs and to include the Code of Practice in the existing special needs policy. The current practice is focussed upon the revised Code of Practice and although the member of staff who had the role of Special Educational Needs Co-ordinator left quite recently, there is a replacement SENCO who is awaiting training to support her new role.

The setting was also required to provide more technological resources which children can use to support their learning but funding restrictions have prevented them addressing this fully. The children have access to some simple toy computers, but some of these are difficult for younger children to use without individual adult support, and many of these toys were without batteries on the first day of the inspection. Discussion indicates that staff knowledge on how to promote this aspect of knowledge and understanding of the world is less secure than their very good knowledge of how to promote most other areas of learning. This remains a key issue carried forward from this inspection.

The setting was also required to provide more opportunities for children to express themselves creatively and freely using creative materials such as paints, collage materials, glue and scissors. The children enjoy frequent craft activities using these items, but sometimes the materials are slightly inaccessible to children. For example, children were asked to choose modelling materials, but could not see the whole range available because of how they were presented.

In addressing the above key issues the setting has improved the quality of provision, with beneficial effects upon the children's progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are becoming confident, inquisitive learners who concentrate on self-chosen and adult-led activities for extended periods. They share and take turns, and behave well, and are learning about their own and other cultures. They are treated with respect and kindness, and copy this as they relate to staff and children. They are very confident to suggest ideas at circle time and during activities, and are developing independence skills such as spreading crackers for snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Staff listen very carefully to children, and value their comments, so children are extremely confident at talking. Sensitive questioning develops the way children use language to express their thoughts, and staff extend the children's vocabulary well. Children practice early writing skills and make up stories as they play imaginatively in role-play. They enjoy well-told stories and understand how to use books for pleasure and to find out information, for example about mini-beasts.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have some very good opportunities to practice simple addition and subtraction in games and activities and in the daily routine. They are very competent at counting, and at identifying shapes, and can make patterns of varying degrees of complexity. They can recognise many numerals and are learning the language of position when they take part in movement to music sessions. Construction play and baking activities help children to solve problems of space and measure.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are encouraged to be curious about the world, and how it works, and are learning to design and build very complicated structures. They learn about and become sensitive to the cultures and beliefs of others in projects such as "Japanese Children's day." The outside area is used well to help children learn about nature, and sensitive questions are helping children learn a good sense of time. There are insufficient resources to help children learn about the uses of everyday technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are learning to move in controlled ways which also help develop a sense of space, for example when using mobile toys or during movement to movement sessions. They use scissors in craft play, and knives to spread crackers. They use play dough, sand and water play frequently, with a variety of tools. Some staff miss opportunities to help children learn about changes to their bodies when active, although children are learning about looking after their teeth and washing their hands.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children experience a range of creative techniques and materials, but sometimes the craft sessions do not fully involve them as adults support them too enthusiastically. They learn about sounds when clapping rhythms, and staff encourage active listening to loud and soft, fast and slow sounds. They are very articulate at expressing themselves and discussing their feelings and ideas, and become engrossed making up their own stories in role-play, and in painting and designing models.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- increase the range of opportunities for children to learn about the uses of information and communication technology and programmable toys to support their learning and develop staff knowledge of how to promote this aspect of knowledge and understanding of the world
- ensure that staff organise all craft activities in ways which ensure children participate fully.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.