



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 218193

DfES Number: 539872

INSPECTION DETAILS

Inspection Date 28/09/2004
Inspector Name Ann Winifred Harrison

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Moorhill Pre-School
Setting Address Moorhill CP School
Moorland Road
Cannock
Staffordshire
WS11 4NX

REGISTERED PROVIDER DETAILS

Name The Committee of Moorhill Pre-School and Fun Club Committee
1090908

ORGANISATION DETAILS

Name Moorhill Pre-School and Fun Club Committee
Address Moorland Road
Cannock
Staffordshire
WS11 4NX

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

Moorhill Pre-school and Fun Club opened in 2001. It operates from rooms within Moorhill Primary School. The group serves the local area.

There are currently 104 children from 2 to 5 years on roll in the pre-school. This includes 11 funded 3-year-olds and 4 funded 4-year-olds. There are currently 52 children from 3 to 11 years on roll in the out of school club. Children attend for a variety of sessions. The group supports children with special needs and children who speak English as an additional language.

The pre-school group opens five days a week during school term times. Sessions are from 09:15 until 11:30. The fun club opens five days a week during school term time. Sessions are from 07:30 until 09:00 and 15:20 until 18:00. The fun club also opens five days a week during school holidays, sessions are from 07:30 until 18:00.

Fourteen staff work with the children. Six staff have early years qualifications to NVQ level 3 and eight members of staff are working towards a level 3 qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP). The setting has also gained accreditation from the Pre-school Learning Alliance.

How good is the Day Care?

Moorhill Pre-school and Fun Club provides good quality care for children. Parents and children receive a warm welcome, children are happy and settled. Staff have a good knowledge of the National Standards and attend regular training to improve practice. Good induction procedures ensure staff are aware of their roles and responsibilities. A comprehensive range of policies and procedures is in place to ensure the smooth running of the group. The complaints procedure lacks details of the regulator. Staff are deployed effectively and spend the majority of their time working with the children. An effective key worker system is in operation.

Staff are well informed of their responsibility to keep children safe including child protection procedures. They implement policies and procedures to maintain good health and hygiene. Written risk assessments are in place but lack detail. Staff have a good knowledge of equal opportunities and the Special Education Needs Code of Practice to provide care to meet each child's individual needs. Children are provided with a range of healthy snacks.

Children are provided with a stimulating range and balance of well planned activities which helps them progress in all areas of development. There is a good selection of toys and resources which is easily accessible to the children. Space and resources are well organised to develop children's independence. Staff/child interaction is very good, children make their own decisions and support is offered when needed. Staff observe and record what children do to help them plan the next steps in children's learning and play. Staff are consistent in the management of children's behaviour and children behave well.

Relationships with parents are good. Effective systems are in place for keeping parents informed of their children's daily routine and activities. They have regular opportunities to discuss records of children's progress.

What has improved since the last inspection?

Not applicable

What is being done well?

- A warm and welcoming environment is provided.
- Staff are deployed effectively and meet individual needs of children
- There is a stimulating range of well planned activities and a good range of resources is provided.
- Staff observe and record what children do to help plan the next steps in children's learning.
- Policies and procedures are implemented well to ensure children are safe and well cared for, and health and hygiene is maintained.
- Staff are consistent in the management of children's behaviour.
- Relationships with parents are good, information is shared regarding daily routine and activities.

What needs to be improved?

- the complaints procedure to include details of the regulator
- the risk assessments to identify actions to be taken to minimise risks

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
6	Develop risk assessments on the premises to identify action(s) to be taken to minimize identified risks.
14	Include the details of the regulator in complaints procedure.

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

How effective is the nursery education?

Moorhill Pre-school offers high quality provision overall which helps children make very good progress towards the Early Learning Goals.

The quality of teaching is very good. Staff have very good knowledge of the Foundation Stage which enables them to provide well organised activities and routines to encourage children's learning in all areas. Staff build on what children know and can do. Children's developmental progress is recorded and informs future plans. Plans show how more able children will be challenged. Staff manage children's behaviour well and encourage their independence. They place emphasis on positive behaviour and reward children's efforts and achievements. The equipment and resources are used imaginatively, although the book corner is not used effectively. There are currently no children with special educational needs or with English as an additional language attending, however there is an effective system in place to offer appropriate support

Leadership and management are very good. Staff are aware of their roles and responsibilities and are encouraged to work as part of a team. Good relationships between staff ensures a well organised setting. Professional development is supported and staff are encouraged to develop their skills and knowledge through attendance at childcare training courses. Good systems are in place to monitor the quality of the setting and the educational provision. The setting is working with Early Years Development and Childcare Partnership to improve practice.

Partnership with parents is very good. Parents are kept well informed about the Foundation Stage, activities and routines. Parents talk to staff on a regular basis and are kept informed about their child's developmental progress through regular meetings. Parents are encouraged to be involved in their children's learning.

What is being done well?

- Children are interested in the activities provided and they have good independence skills.
- Staff work hard to develop children's self esteem by giving praise and encouragement.
- Staff provide a wide range of learning experiences and activities.
- Staff manage children's behaviour well and encourage independence.
- Equipment and resources are used imaginatively.
- Partnership with parents is very good. Staff work closely with parents and keep them well informed of their child's progress.

What needs to be improved?

- | |
|--|
| <ul style="list-style-type: none">● the use of the book corner |
|--|

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and motivated to learn. They are happy, confident and concentrate for long periods. Children are forming good relationships with adults and peers. They are able to work as part of a group taking turns and sharing fairly. Children behave well and are developing good independence skills. They are beginning to learn about other cultures and their own community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact well with others and are able to initiate and continue conversations with staff, peers and inspector. Children listen to stories and familiar songs and rhymes, and are able to join in at appropriate time. Children are beginning to link sounds and letters. They are beginning to understand that print carries meaning, although children do not make effective use of the book corner. Children practise making marks and writing on a daily basis.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have good opportunities to see and use numbers within everyday activities. They are able to recognise numbers and many children can count to 10 and beyond. Children show developing understanding of addition and subtraction and are beginning to use mathematical ideas to solve practical problems. Children understand shape and size and are able to recreate simple patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are knowledgeable and interested in their environment. Children are gaining skills using different tools and equipment. They use IT equipment with confidence. Children talk confidently to the group about significant experiences in their lives. Children are beginning to learn about their own and other cultures through a variety of planned activities.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently in a range of physical activities including balancing and climbing. Children show good awareness of space and are able to move with control and coordination when riding bikes and negotiating pathways. Children use a range of small and large equipment competently. Children explore malleable materials and handle tools well. Children are beginning to realise the importance of staying healthy

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children explore texture in sand, water, clay and cooking activities. They have good opportunities to explore colour and shape through well-planned art and craft activities. Children respond well to music and are able to move to sounds and sing familiar songs. Children use musical instruments on a regular basis. Children play imaginatively in a variety of role-play settings and in musical activities.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following
- encourage children to make more effective use of the book corner.

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.