



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 110100

DfES Number: 524512

INSPECTION DETAILS

Inspection Date 27/11/2003
Inspector Name Jenny Scarlett

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Moore Hall Playschool Ltd
Setting Address Harris Hall
Church Close
Andover
Hampshire
SP10 1DP

REGISTERED PROVIDER DETAILS

Name The Committee of Moore Hall Playschool Ltd. 4492844
1029724

ORGANISATION DETAILS

Name Moore Hall Playschool Ltd.
Address Harris Hall, Church Close
Andover
Hampshire
SP10 1DP

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

Moore Hall Playschool opened in 1975. It operates from a large room in the Harris Hall community building near Andover town centre. The playschool serves the local area.

There are currently 40 children from two years nine months to five years on roll. This includes 21 funded three and four year olds. Children attend a variety of sessions a week. The playschool accommodates children with special needs and supports children whose first language is not English.

The group opens five days a week during school term times. Sessions last from 09:30am to 12:00pm.

Seven part time staff are employed to work with the children. Two staff members have an early years qualification to NVQ level 2 or 3. Two staff members are currently working towards a recognised early years qualification. The setting receives support from a mentor for the Early Years Development and Childcare Partnership.

How good is the Day Care?

Moore Hall Playschool offers good quality care for children. Staff develop good relationships with the children and parents. The staff team are committed to updating their childcare skills and knowledge with regular training. The supervisor and management committee provide good support to the staff and show sound knowledge of the requirements for registration and the National Standards for Sessional Care. All documentation is in place however one area of the Child Protection procedures lacks the necessary detail.

Staff give high priority to ensuring the safety of the children and consistently carry out procedures detailed in the policies for health and safety and child protection. Good hygiene is promoted and the children are encouraged to become independent in their personal care. A good range of healthy snacks are offered and staff foster

the children's independence appropriately. Children develop confidence and are secure in their environment.

The staff ensure the children have access to a wide range of interesting and stimulating activities indoors and outdoors. There is effective support for children with special needs. Staff are caring and sensitive to the children's needs and children's behaviour is well managed.

The staff have good relationships with parents. The parents support the playschool and liaise with staff daily. Comprehensive children's progress records are recorded and shared with parents. Parents receive good quality information relating to the setting, its policies and curriculum.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The playschool provides an effective play and learning environment for the children indoors and out. Children are happy and settled in their environment, they move around freely and with confidence.
- The hall is well prepared for children, encouraging them to participate and become involved in their learning.
- Staff are aware of the individual needs of the children. Staff provide good support for children with special needs.
- Children develop confidence and a sense of security in their surroundings. Their independence is encouraged in personal care and hygiene is fostered appropriately. Children relate well to staff and with each other.

What needs to be improved?

- the procedures for protecting staff from allegations of abuse.

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
13	further develop the procedures for protecting staff from allegations of abuse.

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

How effective is the nursery education?

Moore Hall Playschool offers good quality provision where the children enjoy learning through a wide range of stimulating and interesting activities. Effective teaching helps the children make very good progress towards most of the Early Learning Goals, with generally good progress in Maths and Communication Language and Literacy, where there are missed opportunities to fully extend children's learning.

Teaching is generally good. The strengths in personal social and emotional development are due to the interaction from staff, engaging the children in suitable activities and nurturing their self esteem. Planning of the curriculum is effective and covers the early learning goals and the stepping stones. Observations and assessments of the children are clearly recorded and show children's progress and development. There are effective systems in place to provide good support for children with special needs.

Leadership and management is very good. A well structured management system and a shared understanding and commitment to early years is clearly visible. The supervisor knows her staff well and utilises their individual strengths and skills within the playschool. Staff work well as a team with clearly defined roles.

Partnership with parents is very good. Parents are well informed about the playschool its routines and activities. Good quality written information about the provision is made available for all parents.

What is being done well?

- The staff establish a good working relationship with parents.
- Children's personal social and emotional development is very good. They are confident, interested and able to work on their own. Their behaviour is well managed due to the clear expectations of staff.
- Children are adept in their physical skills. Regular planned and spontaneous activities and competent teaching ensures that children's progress in physical development is very good.
- Staff set challenges for children that increase their thinking and skills with practical first hand experiences to explore and investigate.

What needs to be improved?

- opportunities for children to explore linking sounds to letters in practical every day activities

- opportunities for children to explore mathematical concepts with subtraction in every day practical activities.

What has improved since the last inspection?

Very good progress has been made overall since the previous inspection.

Staff have devised an effective assessment system to ensure children's progress towards the Early Learning Goal's are clearly recorded and link with future plans.

The curriculum plans include provision for children to have easy access to musical and technological resources with the implementation of large group and individual sessions.

Staff have developed closer links with parents and carers that appear to work well. Parents are provided with good information about the curriculum through newsletters, displays on parents notice boards and all parents are provided with information about the stepping stones and Early Learning Goal's.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show good concentration skills and express their needs confidently. They are developing their independence skills and are confident to work independently in a variety of activities. Children are sensitive to the needs of others, share toys and resources, readily take turns and co-operate with each other. Children are praised in their work and play, thus helping build their self-esteem and confidence. They confidently use their initiative to expand activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident in their language skills and initiate conversations with each other and adults. They contribute their ideas, experiences and feelings with enthusiasm and explore new words such as oval and frost confidently. Children have a good understanding that print carries meaning. Many children are able to recognise and write their own name and other letters, however there are missed opportunities for children to link sounds to letters through practical activities.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn how to use numbers in every day situations and show that they understand size and shape through planned practical activities. Many children count up to and beyond ten. Some children are confident in comparing groups of numbers. There are good one to one activities to extend the children's understanding of matching and comparing however staff do not always consolidate or develop children's mathematical learning through practical every day activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children talk confidently about events in their personal lives and are becoming aware of other cultures and lifestyles such as Kwanzaa and the Swahili language. They are confident in design and making skills and use a range of recycled materials. There are good opportunities for children to learn about their environment through well planned activities such as posting their letters to Father Christmas. Children are confident in the use of technological resources to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children experience varied opportunities to promote their physical skills. They are advanced and skilled in their physical skills through well planned and spontaneous activities. Many of the children are able to control pencils, scissors and paintbrushes using a good range of activities to develop their manipulative skills. Children are confident in their independence skills and show a good awareness of basic hygiene.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The children experience a good range of resources and activities to explore a variety of media and materials. Children respond enthusiastically to new experiences and are confident in communicating their thoughts and feelings. Children express their ideas freely through a range of activities including music and movement and show enthusiasm in learning new Christmas songs. Children use their imagination well with a good range of resources available to promote their imaginative skills.

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

- explore ways to extend mathematical concepts with counting and subtraction in every day activities;
- explore ways to extend concepts of linking sounds to letters.

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.