

Moredon Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Moredon Pre-school opened in 1977. The pre-school operates from rooms in Moredon Community Centre, North Swindon, Wiltshire and mainly serves the local community. It opens five days a week during term time. On Monday and Wednesday the setting is open from 9.00 am until 3.00 pm and on Tuesday, Thursday and Friday from 9.00 am until 12.00 pm. On Tuesdays and Thursdays the group offers a tots session from 1.00 pm until 2.30 pm specifically for the two to three-year-old children.

The group is registered on the Early Years Register. A maximum of 26 children aged from two to the end of the early years age range may attend at any one time. There are currently 38 children aged from two to under five years on roll. Children attend for a variety of sessions and the pre-school supports children with special educational needs and or disabilities and those who speak English as an additional language.

There are four members of staff working directly with the children, all of whom have relevant early years qualifications. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Moredon Pre-school is a safe place for children to learn. Staff know the children well and provide for their welfare needs. There are a good selection of toys and resources that children can independently choose from throughout the day, which has a clear impact on their ability to learn through play. Staff are keen to attend training events which has some impact on children's learning outcomes and they have started to reflect on their practice. But there is no system in place which consistently identifies areas for improvement, nor takes into account the views of parents and children. Staff plan around children's interests and they are flexible in their management of their plans for children's activities. However, they do not identify how the next steps in children's learning are achieved.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop a process for ongoing self-evaluation that covers all aspects of welfare and learning
- develop knowledge of how to undertake observational assessment in order to plan to meet all children's individual needs and plan for their next steps in learning based on their interests

- create opportunities for children to develop their listening skills with particular regard to large group activities

The effectiveness of leadership and management of the early years provision

Staff at Moredon Pre-school have a sound understanding of the need to protect children from harm. They have the necessary contact details in the event of a concern about a child. Staff have a clear understanding of how to protect children from people who are not vetted, including visitors to the building. Children's safety is appropriately monitored in the building and on outings. The risk assessment is checked daily and appropriately recorded, which means that children are fully protected and kept safe. Parents are made fully aware of the complaints procedure and the safe guarding policy in the event of a complaint.

Staff are well organized in the management of the rooms used by the children. Posters and pictures displayed welcome children and their families. Lower displays such as children's names are readily accessible for them to identify and to use in order to register their presence in the pre-school. This promotes children's independence and self-esteem. There is an appropriate selection of toys and resources that promote equality and diversity which all children can use, such as books and dressing-up clothes. Staff have sufficient knowledge and understanding of the Early Years Foundation Stage regulation and requirements. Plans of activities are varied and the staff have worked hard to find a system which suits their working pattern, and the expectation from staff for children to succeed is adequate. This is due to the inconsistent information from observations for children's next steps. The evaluation of the pre-school's success and areas for improvement has not been fully implemented for it to have a consistent impact on learning outcomes for children.

The contact pre-school staff have with parents is well-established. During the inspection parents commented that staff are friendly and helpful, they said that the children were happy in the pre-school and were beginning to learn a lot. Information to parents is varied. An informative white board at the entrance to the building tells parents what children have done and will be doing during the session. A newsletter and information from parents about their child on registration helps the staff to assess children's individual needs. Parents comment that they are kept informed about their children's time in the pre-school and are aware of who their child's key worker is to contact if they have any concerns. The staff are beginning to establish links with other settings children attend, such as childminder's and other pre-schools. As a result, the two way flow of information between other settings and staff enables them to report effectively to parents.

Staff have worked hard since the last inspection to develop the outside area for children to use. They have attended training sessions to support their enthusiasm for children to extend their learning using indoors and outside. Children are able to play out in all weathers as protective clothing is provided which keeps them warm and dry. Staff have also received full support from the local authority in providing

short training courses in order to help staff improve outcomes for children.

The quality and standards of the early years provision and outcomes for children

Children settle very well in the pre-school and are beginning to know their own needs. For example, children spontaneously apply their own sun cream from their bag before going outside to play, they readily use their own water bottle when they are thirsty, and know when to use the bathroom. Staff are proactive in helping children to learn good hygiene routines, gentle reminders to wash hands after using the bathroom, after being outside and before snack. Large posters displayed in the playroom shows children which foods are healthy to eat. The snacks provided are varied and healthy and parents provide children's lunch boxes with suggestions in newsletters to add healthy options for children. to eat. Throughout the day children have many chances to exercise. Part of the session children can use bikes and scooters, while another part of the day will be using a parachute. The variety of exercises planned for the children encourages growth and development in different parts of the body. Consistent use of tissues by staff and children go some way to prevent the spread of infection. Overall, children's health, physical and dietary needs are well met.

Children are confident and independent. They move from one part of the building to another with self-assurance. They are fully aware of the routine of the day. However, the staff are flexible in the management of this according to the children's interests. Toys and resources are all within easy reach for children to use. Each child is given the chance to choose something from the store cupboard to add to the resources outside. Staff are spontaneous in providing children with resources to extend their play. An example of this was, outside, children mix soil with water in a large tub and dip wheeled toys in the mud to drive around on the ground. Staff then provided a long sheet of paper for children to make patters from the wheels, from their shoes and hands. Indoors, children concentrated for some time squeezing coloured cooked spaghetti between their fingers, painting pictures and making lists for shopping. Register time is used for children to learn the day, the month of the year and what the weather is like outside. But staff do not take full advantage of this time to encourage children's listening skills.

Children are well behaved. Staff encourage children to share and take turns, to which they respond positively. Children have contributed to the discussion about "golden rules" and understand the effect their behaviour has on others. Children are kind and offer each other help and support. Through the care of staff, children have developed a sense of belonging; they willingly go to staff members for reassurance and lots of cuddles are given when needed.

Children love to garden. They plant seeds and vegetables and they make scarecrows to keep away the birds and investigate insects using a magnifying glass. Staff encourage children to develop skills for the future such as gardening, cooking and they have daily access to a laptop and computer mouse as an addition to their individual learning styles. Overall, children are happy and content and are

beginning to learn through play.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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