

Mosses Pre-School

Inspection report for early years provision

Unique reference number EY308635
Inspection date 02/02/2011
Inspector Lisa Patterson

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The Mosses Pre-School is committee run and has been registered since August 2005. It is registered to provide sessional care from within The Mosses Community Centre in East Bury. The setting is close to the town centre and is situated within a community centre which is a local resource. Children have use of a large hall and a smaller quiet room, with toilet facilities designated for children's use in the centre. There is a fully secured outdoor area. The setting is open each weekday during term time from 9am till 12pm.

The pre-school is registered on the Early Years Register. A maximum of 24 children may attend at any one time. There are currently 24 children aged from two to five years on roll, some in part-time places. The pre-school supports some children with special educational needs and children for whom English is an additional language.

There are five staff members, all of whom hold early years qualifications to at least level 3. Some staff hold further qualifications, including a Foundation Degree in Early Years and Diploma in Childcare. The setting provides funded early education for three and four-year-olds.

In 2010 the nursery achieved Gold status from the local authority's Golden Apple Award scheme for promoting a healthy lifestyle.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in the visually stimulating environment in which their individual needs are exceptionally well understood. They are wonderfully safe and secure and staff interactions are exemplary. Partnerships with parents, families, and other settings and agencies are highly effective in successfully promoting children's welfare and learning. This means that children's progress in all areas of the Early Years Foundation Stage is excellent according to their age, ability and starting points. There is a commitment to excellence and regular monitoring of the setting identifies key priorities for development. This results in provision which continues to succeed.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further develop links with the indoor and outdoor environments so that children can move freely between them during the colder months.

The effectiveness of leadership and management of the early years provision

Children are extremely well safeguarded because staff have an expert knowledge of the indicators of abuse and the procedure to follow should they have a concern about a child. Regular updates to training in this area are accessed to ensure their knowledge base is current and there is a highly effective policy in place. A comprehensive policy document is in place, covering all aspects of the setting, which is available to both staff and parents. All required documentation is in place, completed very well and is extremely well organised to allow ease of access. These are stored confidentially.

The setting strives for excellence in all it does and all aspects are rigorously monitored. All parties with an interest are included in the process, for example, staff, parents and children. All recommendations identified during the last inspection have been effectively addressed. The Ofsted self-evaluation process is well established, through which key areas for development are identified and addressed resulting in sustained improvement to the early years provision. Processes for managing performance and professional development are used exceptionally well to maintain very high standards.

Furniture, equipment and resources are of a high quality and reflect the needs of the children and their communities. There is a bright and airy atmosphere and furniture is well placed to transform the large room into smaller activity stations. Examples of children's work and commercial posters adorn the walls, and children thoroughly enjoy the interactive displays. Staff deployment is highly effective in providing an environment which is safe and very conducive to learning. Staff take well-considered steps to ensure resources and the environment are fully sustainable, through helping the children to understand the importance of looking after the resources.

Partnerships is a key strength of the setting. The needs of the families accessing the setting are fully supported and their views are valued. They receive a wealth of information about the setting prior to leaving their child. Families for whom English is not their first language are expertly supported in accessing and sharing the required information. All parents are fully involved in their child's learning from the start through receiving regular updates on development and accessing the toy and book library. Parents comment on the fantastic, warm and welcoming atmosphere. They value the support and advice they are given and say they would not send their children anywhere else. Partnerships with other settings and the local Sure Start centres are extremely well developed and are highly effective in supporting children and their families.

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

Children thrive in the inspiring, attractive and motivating environment. There is lots of laughter and fun during whole group, small group and individual activities. They confidently access resources independently from the well-organised, low-level storage, which is labelled with words and pictures. They are very secure in the setting and have an exceptional sense of belonging. Children's needs are very well understood and staff value their wide-ranging cultural differences. Staff learn about their backgrounds, and display and use their language, for example, during the daily calendar activity. Children are safe and are given some responsibility for their own safety. Children are asked, for example, how they could change their behaviour to stay safe with the rockets they have made. They decide collectively that walking is the best option when inside and that they can run outside with them. They enjoy a wonderful selection of healthy and nutritious snacks. They talk about healthy foods and share social snack times together with staff. Children learn to keep their bodies healthy through using the indoor mini gym equipment throughout the session and through accessing the well-equipped outdoor area. The outdoor area is not open throughout the session during the colder weather, however, which limits its use to whole group times outdoors.

Stringent monitoring systems are in place for assessing children's development. Observation is very well used from the very first time a child attends in order to support the early identification of areas that may require additional support. Tracking systems are very well used to provide activities which challenge and stimulate children. Planning is in place based on individual needs and their likes and dislikes. The setting is open to incidental changes to plans which is a key strength. Plans for activities about animals, for example, are willingly changed when children bring alternative ideas from home, such as making rockets.

There are many opportunities for children to develop an understanding that print carries meaning. They mimic staff in the reading area as they do the date and weather with their friends. They snuggle up on the carpet and share books together and there is a very well used area for making marks. The role play area is innovatively used to support development across all areas of learning and children have great fun pretending to be shopkeepers, handling coins and making lists. They sing songs with gusto at the end of the session and laugh with delight as they join in with the actions. They thoroughly enjoy making models using a wide range of materials which are attractively displayed to give them inspiration. Staff interactions challenge their understanding, such as finding out why felt pen will not work on the sticky tape on the rocket. The outdoor area is exceptionally well used, particularly during the warmer months, to provide activities supporting all areas of learning. Children splash in the puddles and discover about motion through rolling cars, balls and water down the drain pipe activity. Their understanding of the world is enhanced through learning about different cultures, learning to sign and eating what they have grown from seeds in the raised beds. They show great expertise in the use of computers, the listening station and play with programmable toys. This enhances their understanding of technology.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met