

# Moss Lane Pre-School

Inspection report for early years provision

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**Unique reference number**

EY227447

**Inspection date**

17/10/2011

**Inspector**

Gary May

**Setting address**

Scout HQ, Moss Lane, Lostock Hall, Preston, PR5 5BT

**Telephone number**

01772 490 694

**Email**

**Type of setting**

Childcare - Non-Domestic

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Moss Lane Pre-School is committee run. It opened in 1992 and moved premises in 2003. The facility is in the Lostock Hall area of Preston. It operates from a room in a building that belongs to the Scouts Association. Children have free access to an outdoor soft play and grass area. A maximum of 20 children may attend at any one time. There are 32 children on roll. The setting receives free early education funding for three- and four-year-olds. The pre-school opens each weekday during school term times. Sessions are from 9am to 1pm. The facility employs five staff, all of whom hold an appropriate early years qualification to level 3. A few volunteers also work with the children on a regular basis.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Planning is mostly effective enabling children to make good progress in their learning and development. The range and accessibility of resources is a strength and supports child-led learning. Children enjoy the outdoor play area where staff support their physical development. The partnership with parents is good and supports children's learning and development needs well. Partnerships with feeder schools is good but the need for professional partnerships has not yet arisen.

Staff make good use of self evaluation to develop the provision and ensure the settings continuous improvement

## **What steps need to be taken to improve provision further?**

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

- improve systems to assess children's progress and use this to plan for their individual next steps in learning

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded through the managers implementation of the robust systems and policies she has put in place. The staff are made aware of the playgroup systems and policies by reading and signing the policy file. New and returning staff receive a briefing on policies. Overall, staff make effective use of daily risk assessments to support them in ensuring the areas used by the children are safe. Children roam inside and out freely, enabling them to learn independently.

Management and staff are knowledgeable about the Early Year's Foundation Stage and use this well to support children in their learning. The system for individual

planning overall is good for observation and assessment but this does not always link into individual plans for next steps

The manager and her team are completing a self-assessment, so far this has led to reorganising the learning areas, which has improved the independence of the children and choice of activities available. The environment is well organised, accessible and children feel safe. This means children learn independently. There is a good balance between staff-led and independent indoor and outdoor learning.

The need for professional partnerships has not arisen but the manager is aware of partnership working and its benefits. They have good partnerships with local schools for school transition of pre-school children.

The playgroup is effective in its partnerships with parents. Some work as volunteers and many get involved in fund raising. They hold regular parents' evenings and the children's learning story is available for parents' comments.

An effective equal opportunities policy is regularly reviewed and supports the staff well. The staff encourage boys and girls to play with all toys and challenge gender stereotypes whilst playing with toy trains.

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

Children feel safe because staff allow them to move freely between inside and outside and between learning areas. Children use tools for play dough and scissors for cutting, they understand how to use and carry them safely because staff expertly show them how to and explain why. Staff encourage independence by enabling children to help themselves to their coats for outdoor play from their own named chair.

The outdoor area has a good range of resources which children enjoy using. Staff create balancing and running games to enable children to use and enjoy outside play equipment. This means children develop good skills such as balancing. They learn about healthy eating and hygienic practises at snack times.

Numeracy and marking resources are readily available. Staff effectively use a sensory corner with numbers, counting is used in numerous activities from arts activities to outdoor play and consequently progress for children is good. There is a good range of books available and children have an interest in them encouraged by staff. There is a range of technology toys which children use competently, such as a phone for role playing conversations.

The staff observe children regularly and they record their progress in the child's learning story. Children are progressing well towards the early learning goals in all six areas of learning

Children's creative development is effective because staff provide access to a full

range of different creative activities including painting, drawing, music, and modelling. The staff always encourage children to make choices when deciding what to do next, helping them to feel a part of the community and build their self-esteem and confidence.

Children's behaviour is very good because staff provide consistent and appropriate explanations and set clear boundaries. Children have respect for each other and staff. The staff make effective use of dolls to develop positive images to celebrate differences. They celebrate different cultures through festivals and events.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	2

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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