

Moore Pre-School Nursery

Inspection report for early years provision

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Inspector

Heather Morgan

Setting address

Sandymoor Hall, Pitts Heath Lane, Runcorn, Cheshire, WA7
1XA

Telephone number

01928 597710

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.

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Description of the setting

Moore Pre-school Nursery has been operating for over 30 years. It is run by a committee and is based at Sandymoor Hall Community Centre in Runcorn, Cheshire. It operates from a large hall within the centre and a fully enclosed outdoor play area.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It provides care for up to 35 children aged between two years and the end of the early years age range, at any one time. It is open each weekday during school term times from 9.15am to 12.15pm and until 1pm on Fridays. There are currently 38 children in the early years age range on roll. The pre-school receives funding for the provision of free early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

A staff of seven members work with the children, five of whom hold appropriate childcare qualifications at level 3. The manager holds a Foundation Degree in Early Childhood Studies and is currently working towards a degree in Integrated Working with Children, Young People and Families.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff work together well and in partnership with parents and other agencies to meet the needs of every child attending the pre-school. The staff team regularly review and reflect on their practice, in order to find ways to continuously improve the service they provide. Comprehensive policies and procedures are implemented effectively to keep children safe and secure. Overall, children make good progress in their learning and development because staff provide them with a range of interesting and enjoyable activities.

What steps need to be taken to improve provision further?

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

- embed fully the strategies for encouraging children to solve problems and become critical thinkers
- develop further the use of the outdoor environment to support children's progress and learning.

The effectiveness of leadership and management of the early years provision

Staff closely monitor and check the shared premises to ensure that children are safe and secure whilst at the pre-school. Effective recruitment procedures ensure that all adults working with the children are appropriately vetted to assess their suitability. Staff have a secure understanding of their role in keeping children safe, and follow the pre-school's clear procedures well in the event of any concerns over children's well-being.

Staff work hard to create an inviting and interesting learning environment to encourage children's progress and development. They make good use of a range of resources in both the indoor and outdoor environment to provide activities that capture and sustain children's interest. The outdoor play area is currently being developed to provide more opportunities for children to freely access a wide range of activities outdoors. For example, staff are planning to create an area where children can plant and grow vegetables. Staff interact sensitively with the children to help them settle when they are new and to encourage their learning and development.

Staff regularly reflect on their practice and are skilled at finding ways to improve their provision. For example, they create themed role play areas for children and encourage them to think what additional resources they might need to enhance their play. However, they do not yet fully extend this approach to promoting critical thinking and problem solving during other activities.

Staff have good relationships with parents and regularly exchange information about the children, which promotes good continuity of care and forges effective links between children's learning at home and at pre-school. For example, parents regularly contribute to their children's learning journals and receive useful information, such as the words to songs their children are learning. Staff also develop effective partnerships with other professionals, early years providers and schools. This enables them to take prompt action to support children with additional needs, so that all children make good progress and have a smooth transition to school.

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

Children develop a good awareness of healthy lifestyles. They quickly become independent at taking care of their own personal hygiene, such as hand washing and wiping their noses. They enjoy exercising their bodies, both indoors and outdoors. For example, they enthusiastically participate in their weekly 'PE' sessions and notice how their heart rate speeds up, as they become more active. They also like to run around outdoors and master skills, such as manoeuvring wheeled toys, throwing, catching and kicking balls. Children use resources carefully and with increasing control, so they can keep themselves and others safe.

There is a good sense of community within the pre-school and children develop friendships with one another that often extend beyond their time at pre-school. They behave well and learn how to take turns and share resources, so that they can play together cooperatively. For example, they work together using farm animals and buildings and show an interest in what their friends are doing, as they wait for a turn on the computer. Children learn about diversity by exploring different cultural festivals and celebrations and by tasting foods from around the world.

Children make good progress in their learning and development because staff take care to support them in settling-in and becoming confident at initiating their own play. They develop good speaking and listening skills, for example, when taking turns to share their news at circle time. Staff plan activities that capture and sustain children's interest. For example, they enjoy making pictures using ink pads and stamps and exploring different textures, as they incorporate a large sheet of lycra and a 'scrunchie' made from many different types of fabric into their physical play.

Staff observe the children as they play and gather information to track the progress they are making. This enables them to plan activities that build on what the children already know and can do and that reflect their current interests. For example, whilst children were exploring a theme of animals, staff noticed that they were particularly interested in water, so extended the planned activities to look at animals that live in water.

Children are proud of their achievements and like to show members of staff examples of pictures they have made or their attempts at writing words. They use the available resources well to develop their own ideas, such as taking the geometric shapes they have been given to draw around and working out how to fit them back into their storage box. Staff sometimes provide good opportunities to encourage children to work things out for themselves, but at other times they are quick to offer their own suggestions before children have opportunities to solve problems independently.

Children have a positive attitude to their learning and make particularly good progress in developing confidence, independence and effective communication skills. Staff take account of children's individual learning styles, for example, noticing that younger children often settle more quickly in the outdoor play areas. Consequently, all children are developing the necessary skills to support their future learning.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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