

Moordown Pre-School

Scout Hut, Victoria Park Road, BOURNEMOUTH, BH9 2RB

Inspection date

Previous inspection date

12/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- The induction procedures are not effective because staff whose suitability has not been established are working alone with children at different times throughout the session. The ongoing supervision of staff is not effective to enable them to carry out their roles and responsibilities.
- Children are not provided with a balance of adult-led and child-initiated to enable them to progress and develop in all areas of their learning and development.
- The systems to monitor and evaluate the provision are not effective in identifying areas that need improving such as making sure that all the staff are completing observations and assessments to help plan the next steps in children's learning.
- Staff do not always encourage children to learn about managing their own safety as they engage in physical play.

It has the following strengths

- Staff provide varied resources, which cover the areas of learning and are generally accessible. Most children are confident to ask for additional toys.
- Parents and children feel welcomed by staff into the setting. The procedures to settle new children in meet children's individual needs well. Children are building secure attachments with their key person.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- Observations and tracking individual children.
- Meeting with registered person and talking to staff
- Viewing documentation
- Observation of an activity with the manager

Inspector

Lorraine Sparey

Full Report

Information about the setting

Moordown Pre-school has been registered since 2012. It is privately-owned and is located in a scout hut in Moordown in Bournemouth. Children use the main hall and the associated facilities. There is an enclosed area for outdoor play. The pre-school opens each weekday during term time from 8.45am until 12 noon. There is the option of a lunch club until 1pm. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are currently 19 children on a roll in the early years of age range. The pre-school supports children with special educational needs and, or disabilities and children who are learning English as an

additional language. There is a team of four staff working with the children; all of these are qualified in early years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure staff whose suitability has not been checked, including through a criminal records check, do not have unsupervised contact with children who are being cared for (also applies to the compulsory and voluntary parts of the Childcare Register)
- consider the individual needs, interests and stage of development of each child and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development
- ensure that the staff induction training is effective to help them understand their role and responsibility and make sure supervision provides staff with appropriate support and coaching
- implement through planned, purposeful play, and, through a mix of adult-led and child-initiated activities taking into account each child's emerging needs and interest, guide their development through warm positive interaction

To further improve the quality of the early years provision the provider should:

- develop staff awareness of being alert to the safety of children, particularly those who might overstretch themselves, for example, as they engage in physical outdoor play.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff welcome children into the pre-school and they are friendly and caring. They enable children to participate in some planned activities and play opportunities. However, there is no clear balance of adult-led and child-initiated activities to enable children to make progress in all areas of their learning and development. Planning does not always take into account children's interests. For example, a child shows interest in the butterflies in the outdoor area, although they lose interest because staff do not extend their learning linking in with this. Consequently, there is not always sufficient challenge to enable children to make maximum progress in their learning. The provider's systems to gather information

about children's individual starting points is not robust. Consequently, staff are not always clear how to effectively plan the next steps in children's learning and development. In general, staff develop positive relationships with the children who are confident to seek support from them. At times the needs of the younger children such as the two-year-olds are not always fully considered. For example, during times when all the children come together for registration or a story, the younger children become restless. They roll around on the carpet, which causes disruption to other children as they try to listen.

Each child has a key person who is responsible for completing observations to monitor their progress and plan the next steps in their development. However, the quality of these varies and some children do not have any observations that have been used to support their development at this time. There is no system to monitor their children's learning journeys to ensure a consistent approach. Consequently, it is difficult to establish whether all children are making good, consistent progress given their individual starting points.

Children are developing their language and communication skills appropriately, for example, in the role play area. They are beginning to express their ideas. A child invites a visiting adult to join them in their play telling them that their baby is phoning their friend. Another child invites the adult to join them in the pretend shop. They help to choose various items of food before telling them how much their shopping is going to cost. In general children are developing their social skills as they interact with the other children. They have opportunities to use a range of equipment to support their physical development in all areas of the pre-school. Children demonstrate how they can balance using bicycles. Others choose to run around inviting staff to watch how fast they can move.

Staff have begun to liaise with local schools to help children prepare for school. At the end of last term they provided a role-play area where children can start to become familiar with what would happen in school. Staff provided books and treasure baskets to support children in making the transition. There are plans to link closely with the reception teachers to discuss if they can make this process better.

Staff do not fully involve parents in their children's learning and development. Parents are encouraged to liaise with staff informally. The system to gather information about children starting points and how parents can continue to share what they know about their child's progress at home are not effective in promoting children's learning and development.

The contribution of the early years provision to the well-being of children

The majority of children enjoy their time in the pre-school. They are settling in and benefit from staff building close emotional attachments with them. However, one member of staff's suitability has not yet been confirmed. As a result children are left alone at times with unchecked staff, which compromises their safety. Staff support children with additional needs in the group and they are clear on how to obtain additional help and support when the need arises. As a result they can access one-to-one support or additional funding for specific children to help promote their unique needs.

Children are generally learning how to keep themselves safe. For example, a child asks a member of staff to help them put on a safety helmet before they use a bicycle. However, staff do not always alert children to possible safety issues as they play, for instance, as children jump onto the gravel from a slightly raised path. As a result, children do not always learn to judge risks for themselves. Staff encourage children to share, getting down to the child's own level and giving clear explanations. However, on occasions, staff do not always notice when children's behaviour is deteriorating and impacting on the other children. For example, several children play in role play area. A child is concentrating on using the till and another child disrupts their play by tipping plates all over the till. This frustrates the other child who asks them to stop. Some of the children are aware of the 'golden rules'. Staff are in the process of making visual prompts to help children remember what is expected of them. A visual timetable supports children in understanding of what is happening next.

Children follow good hygiene routines and are encouraged to be independent with their personal care and at snack time. They use spoons to put the fruit and vegetables onto their plates. Staff sit with the children making snack time a social occasion and promoting good manners. Children have opportunities to move freely between the indoor and outdoor area and once all the children have arrived at the front gate is locked. Children enjoy running along the front of the building increasing their understanding of the importance of exercise.

There are systems in place to record accidents and any medication administered. Staff have completed a paediatric first aid course to support children's health, safety and well-being.

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

The registered person and some of the staff have attended training on the revised Early Years Foundation Stage. They are in the process of amending the policies and procedures and adapting the planning to reflect the changes. However, in this time of change, they have not considered the induction procedures for new staff and ongoing supervision to enable all staff to be clear on their role and responsibility. Consequently, some staff have not seen the policies and procedures. Staff have opportunities to attend training on a variety of subjects relating to childcare. For example, a member of staff is currently completing a course on the role of a special educational needs coordinator. Another member of staff is just starting a Foundation Degree. Staff report that they feel supported.

There are some systems in place to monitor and evaluate the provision. The majority of these are informal and do not identify areas where the Early Years Foundation Stage requirements are not being met. Consequently some requirements are not met to fully promote children's learning, health, safety and general well-being. Currently staff and parents are not fully involved in this process to contribute their ideas and suggestions. There are action plans in place such as developing a photographic book of all the toys and

activities available to enable children to choose. The procedures to monitor the education programmes are not effective to enable staff to monitor every child's progress. Consequently, the systems are not robust enough to fully support the learning and development requirements and improve outcomes for children.

Staff welcome parents and children warmly. A member of staff is always available at the door when they arrive to drop off or collect their child. Each child has a key person that parents can talk to about their children. Parents state that they are pleased with the range of activities available. Their children are developing confidence because of staff are open and friendly. There are some systems to share information with other early years providers and professionals. However, these systems are generally informal and do not fully support a shared or consistent approach to children's learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- take action as specified in the early years section of the report (Arrangements for safeguarding children)

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the

	Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY444776
Local authority	Bournemouth
Inspection number	784887
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	19
Name of provider	Moordown Pre School Limited
Date of previous inspection	Not applicable
Telephone number	07861933677

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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