

Moulton Harrox Pre-School

The John Harrox Cp School, Broad Lane, Moulton, SPALDING, Lincolnshire, PE12 6PN

Inspection date	29/01/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Thorough assessment of children's learning, enables staff to plan interesting activities tailored to their individual needs. This means they make good progress in their learning and development.
- The nurturing of children's personal, social and emotional development is given high regard. Children show kindness and consideration for their peers and engage in regular activities that increase their independence.
- A secure key person system means relationships with parents are strong and children feel safe, secure and very confident within the setting.
- Management demonstrate a clear vision for improvement and use effective self-evaluation to plan realistic targets for strengthening practice.

It is not yet outstanding because

- There is more to do to strengthen opportunities for children to gain a better understanding of the wider world and the varying people and communities within it.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main pre-school room, outdoor area and school playground.
- The inspector spoke to managers at appropriate times throughout the inspection.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the nursery, the provider's self-evaluation and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Carly Mooney

Full Report

Information about the setting

Moulton Harrox Pre-school was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a classroom within The John Harrox Primary School, Moulton, Lincolnshire. There is a fully enclosed area available for outdoor play. The pre-school serves the local area and is accessible to

all children.

The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday all year round. Sessions are from 9am until 3pm, Monday to Thursday and from 9am until 12pm on a Friday. Children attend for a variety of sessions. There are currently 46 children attending who are within the early years age group. The pre-school provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance opportunities for children to gain a greater awareness of different people in the wider world in order to strengthen positive attitudes about the similarities and differences between themselves and others, and among families, communities and traditions.

Inspection judgements

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

Children are cared for in a stimulating environment, where they are encouraged to become inquisitive and independent learners. Children's prior knowledge, skills and understanding are recorded when they start at the pre-school. This, together with careful observations and assessments of children's activities, helps staff to plan challenging experiences. As a consequence, children make good progress in all areas of learning. Staff have a good understanding of how children learn through play and support them well at their chosen activities. For example, during construction activities or when reading a story in the home corner. Regular communication with parents and a meeting twice a year ensures they are well informed of their children's progress. Plans for supporting children's next steps are shared, and parents are encouraged to support these at home. Parents contribute well to children's on-going development as they share what their child has learnt at home. For example, parents provided photographs of their child taking part in a bird watching activity at home, following suggestions made by the pre-school.

Children are well motivated and eager to learn; they join in activities with enthusiasm and enjoy their time in the pre-school. In general, children are very confident. They are familiar with rules and routines and organise themselves well in activities, such as circle or snack time. Children enjoy being the 'helping hand' of the day and receive a certificate for their efforts. Free access to the outdoor area, increases their independence, as they move

between both inside and outside as they wish. Children's work is attractively displayed around their care room and named drawers for their personal belongings, contribute to their self-esteem and sense of belonging.

Children's awareness of the written word is successfully promoted by an environment rich in text and the methods staff use to help children understand that words have meaning. For example, resources and drawers are labelled so that children learn to recognise familiar words and can find and help themselves to what they want. During cooking activities, such as making bread rolls, staff read out the recipe and instructions so children understand each step of the process. They point out significant words and what they mean, including the measurements needed to weigh the ingredients. As a result, children's ability to recognise words, numbers and understand weights and measures are well supported. Children freely access books when playing and enjoy listening to them being read by staff. They cuddle up to each other wrapped in blankets and stroke each other's hair as they listen.

Children engage in some celebrations of other cultures and beliefs. For example, they learn about the festival of Diwali which helps them to gain an understanding of other faiths. However, there are fewer opportunities for children to consider the similarities and differences between themselves and others, such as different communities, families and traditions, and there is more to do to strengthen children's understanding in this area. Children make trips around the local area, through walks in the village and visiting the amenities. For example, posting a letter at the post office and buying meat at the butchers.

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

The promotion of children's personal, social and emotional development is given high regard within the pre-school. Children and their families have developed close bonds with their key person, which helps them feel safe and secure. They enjoy their key group times and personally say goodbye to their key person at home time. Children play in warm and welcoming surroundings, which are organised well to promote learning. They move freely from activity to activity but independently tidy away resources before choosing another. This helps them to gain a sense of responsibility and an understanding of playing in a safe environment. Children co-operate well with their peers and in general show kindness and consideration for others. For example, children help each other to take off their coats. They are polite and courteous to staff, saying please and thank you at appropriate times. For example, when the door is held open for them.

The pre-school is situated within school premises and, as a result, relationships with reception teachers are strong. This ensures a smooth transition, as children become familiar with school-life by attending events and using school facilities, such as the playground and field.

Children's awareness of developing a healthy lifestyle is promoted through the range of healthy snacks provided and a range of planned activities. Staff are good role models; wearing aprons when serving food and remind children of practices that prevent the

spread of germs. For example, they encourage children to turn away from the table when they cough, particularly if they are baking. Children are aware of their own health and self-care, and confidently tell staff they need their hat, scarf and gloves to keep them warm when going outside. Outdoor play forms a large part of the day, where children engage in a number of activities which promote their physical development. For example, they build and climb with crates and enjoy a game with the parachute.

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

Managers demonstrate clear vision for the future. Self-evaluation includes staff and parents' opinions and identifies clear areas for improvement. Staff are supported well in their professional development, which enables them to enhance their knowledge and skills through regular training. All staff show a clear understanding of the learning and development requirements and strive to deliver an effective and enjoyable learning experience for all children. They have full responsibility for planning for their key children and track their progress through rigorous assessment. This ensures that children who need extra support are identified quickly and benefit from staff who work closely with appropriate professionals when necessary. Management monitor the overall quality of the practice through an on-line tracking programme, regular supervisions and observation of staff practice.

Robust procedures are in place to safeguard children. Staff have a good understanding of local safeguarding procedures and know how to identify and report concerns that they may have about children in their care. Child protection scenarios are regularly discussed at staff meetings, so that they are aware of the most current procedures in place. Recruitment systems are thorough to ensure staff are safe and suitable to work with children. For example, Criminal Record Bureau checks are carried out on all staff. Clear induction procedures ensure staff are clear about their roles and responsibilities and the general day to day running of the pre-school. The areas children use are secure and staff use an effective process of risk assessment to ensure potential hazards are identified and minimised quickly.

Close relationships with parents are effective in meeting children's individual needs. Parents are asked for regular feedback and comment positively on the 'fantastic' environment and the free access to the outdoor area. They are particularly appreciative of the recent introduction of parent evenings where they can discuss their child's progress with key persons. Staff work closely with local childminder's who also care for children attending the pre-school; sharing regular information about care and learning to support children's well-being as they move between both settings. Policies and procedures are thorough and support staff in providing a welcoming and stimulating environment for all children. Children are valued and their positive development is fostered well during their time at the pre-school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY448626
Local authority	Lincolnshire
Inspection number	881643
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	46
Name of provider	Moulton Harrox Pre School
Date of previous inspection	Not applicable
Telephone number	07899 878640

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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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