

Moulton Pre-School

Back Room Moulton Village Hall, Main Road, Moulton, Cheshire, CW9 8PB

Inspection date	27/02/2013
Previous inspection date	12/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff work very well with other agencies involved in children's care and learning to fully support their specific individual needs. This effectively promotes continuity for children.
- Children enjoy their time in the setting, engaging effectively with knowledgeable and caring staff who support them in making good progress in their learning and development.
- Children form secure emotional attachments with their key person because staff work closely with all parents, gathering clear information about each child. This results in children feeling settled and confident in their surroundings.
- Children are well-prepared for the next stage in their learning because practitioners provide appropriate support to prepare them for their transitions, within the setting and to other settings and schools.

It is not yet outstanding because

- The outside area is not always used to its full potential to provide children with choices of when they play outside.
- There is scope to improve the access to creative resources so that children can make independent choices and extend their imaginative play.

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.

Inspection activities

- The inspector observed activities in the indoor and outdoor areas during the inspection.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager of the provision.
The inspector looked at children's records, planning documentation, evidence of suitability of practitioners working in the provision, and a range of other documentation.
- The inspector gave feedback to the manager.

Inspector

Ron Goldsmith

Full Report

Information about the setting

Moulton Pre-school was first registered in 1985 and re-registered in 2008 following a change to premises. It is registered on the Early Years Register. It is situated in the village hall in Moulton, Cheshire, and is managed by a voluntary management committee. The pre-school serves the local area and is accessible to all children. It operates from two rooms and there is a fully enclosed area available for outdoor play.

The setting employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at Level 2, 3 or 4. One member of staff has Qualified Teacher Status. The setting opens Monday to Friday all year round. Sessions are from 9am until 3pm. Children attend for a variety of sessions. There are currently 46 children attending, all of whom are in the early years age group. The setting provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities. The setting is a member of Pre-school Learning Alliance and receives support from the local authority early years advisory team.

What the setting needs to do to improve further

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

- improve opportunities for children to learn outdoors by enabling them move more freely between indoors and outdoors
- enhance opportunities for children to make independent choices about materials and resources to help extend their imaginative play.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements within the Statutory Framework for the Early Years Foundation Stage. They recognise how children learn through play and consistently implement planned and stimulating experiences based on individual children's interests. As a result, children are making good progress in all areas of learning. Staff accurately record observations of what the children are achieving and track their progress using the publication *Development Matters in the Early Years Foundation Stage*. Staff refer to the seven areas of learning when assessing what children learn. This enables them to effectively plan for each child's next steps so that they continue to make good progress in their learning and development.

Systems to assess children's starting points on entry and transitions across the provision are very secure. These are implemented in a variety of ways, including working closely with parents from the beginning to establish initial targets, linked to the Early Years Foundation Stage. This enables parents to be fully involved so that they are able to help support children's learning at home. Where children are recognised as requiring additional support, practitioners work with parents and, where necessary, other professionals, to ensure each child's individual needs are met.

The setting is well-prepared to undertake the two-year-old progress check as children reach that stage, because it is a natural development of the observations and records that are already kept. Parents are encouraged to contribute towards their child's assessments through discussions with staff and documenting significant moments of their child's learning. These are included in children's learning journals and help to draw together planning so that children access play activities of their choice. Staff support children throughout their play, extending their learning through skilful and sensitive use of questions to make children think. They provide them with space or time to explore their own learning independently. Staff work effectively together as a team and are well-supported by a voluntary committee.

Children select from a range of resources and activities and enjoy their time in the setting. Children count and staff use mathematical language during all activities, such as when they count how many children are present at registration time. As a result, children are gaining an understanding of simple mathematical terms, such as next to or more than. They recognise shape, colour and pattern by confidently putting together jigsaws. Children develop an understanding of taking care of living things by planting seeds in pots which they take home. As a consequence, children learn that seeds need water and light to be able to grow. They are able to say out loud the sounds which form their names and older children confidently write this on labels for their seed pots. They recall events which are important to them, collectively remembering their visit to a farm which created lasting memories. Children's communication and language skills are reinforced by staff who talk to them continually, encouraging them to learn new words and extend their thinking through open questions which make them think for themselves. Children are developing independence and confidence which they demonstrate through helpfully tidying away toys with the staff.

Staff support children well and ensure that they enjoy their activities, joining in with their conversations and sharing their interests. Consequently, children are learning to make independent decisions and they become absorbed in their activities and begin to develop good concentration skills. Children choose books from a well-stocked reading area to independently take into the tent or play house where they sit turning the pages of the book and reading to each other. When staff read stories to them they are able to predict what happens next and join in with the story, and their enjoyment and concentration is abundantly clear. These activities support children's early language development and literacy skills and promote their personal, social and emotional development. As a result, children are developing the skills and attitudes needed to prepare them for their next stage of learning, such as moving onto school.

Children make good friendships and enjoy activities in small and larger groups as well as sometimes playing alone. Part of the play room is an area for children to develop their imaginative play as they independently access the play house, tent or tunnel and children make good use of this area in a variety of ways. However, access to creative resources is more limited here, so they have fewer opportunities to make choices about resources which extend their imaginative play.

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

Children's behaviour is good and their sense of belonging and safety is demonstrated by their familiarity in routines and their confidence in the adults in the setting. A visual time line is used well by staff to show children how the day is progressing, for example when a child says he is hungry staff are able to indicate that it is because it almost lunch time. The key person system is effective and sensitive to the needs of all children. As a result secure attachments are formed which promotes a good level of well-being. Practitioners offer reassurance and cuddles if children need it. Strong partnership with parents helps to enhance good emotional development for all children and contributes to continuity of care. Staff encourage children to explore their environment individually, but under close supervision. In this way their early investigative and curiosity skills are promoted through the use of a wide range of resources, including exploring outside. For example, they use binoculars to take a different view of the world around them.

Children demonstrate high levels of confidence and self-esteem as they move freely around the setting, cooperate with peers and are keen to share their activities with practitioners and other adults. They are learning to negotiate and co-operate and to share and take turns in their play. Staff offer children reassuring support if they hurt themselves or upset others and this helps children to feel comforted and supported. Children talk caringly about how they had to be kind to hedgehogs when they went on a farm visit. In this way children develop a good understanding of how to be kind, thoughtful and considerate. Praise and encouragement from staff ensures children develop high levels of self-esteem.

Children begin to develop good self-help skills, such as helping themselves to water if they are thirsty and generally are becoming more independent in their toileting routines. They have a healthy snack at mid-morning, using the opportunity as a social event where they choose who to sit next to and talk with. They energetically join in with physical exercise, when outdoors, skilfully using the climbing frame and slide, or running and chasing. Their confidence increases as they try catching and kicking balls. These activities provide children with firm foundations for developing a healthy lifestyle. However, the opportunities for children to move freely between the indoor and outdoor environment is sometimes limited which curbs learning opportunities for those children who especially enjoy being outdoors. The well-resourced environment and knowledgeable staff support children's development and promotes their growing independence. This is especially important as children become older and prepare to move into school. Good partnerships have been established with the local school and other providers. The well-organised support provided by staff at this time means that children are able to have a positive transition.

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

Leaders of the setting set high aspirations for quality and are working to develop this further. Management have identified a number of priorities through a reflective approach to self-evaluation which captures the views of those involved with the setting. This helps to identify strengths and areas for improvement. For example, the outdoor play

environment has been improved and staff have are receiving up-to-date training, for example, in delivering the revised Early Years Foundation Stage. Management monitor staff performance formally through appraisals and informally through observation of practice and discussion. New staff are asked to shadow more experienced practitioners and are supported to learn about their role under close supervision. Staff meetings and supervisions are used effectively to monitor the progress children are making. Staff feel supported and their professional development is considered. Management are aware of the impact of supporting professional development, as a result training needs are discussed at supervision meetings and arranged to positively impact on staff performance.

The setting has appropriate policies and systems in place to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a good understanding of safeguarding procedures and a clear knowledge of how to report any concerns appropriately. Risk assessments are completed for the premises and for all outings, to help monitor and ensure children's safety. Staff have a secure knowledge of the Early Years Foundation Stage, which enables them to support children in making good progress in their learning. They maintain clear records of observations undertaken on each child, which are linked to the areas of learning and include details of the next steps planned for them. Children's achievements are consistently tracked towards the early learning goals, to monitor their progress.

Educational programmes are well planned and monitored to ensure that children have opportunities to progress towards the early learning goals. Effective observation and assessment ensures that the need for any extra support is identified quickly. Strong partnerships with parents contribute to a co-ordinated approach to children's care and learning. Policies and procedures are thorough and support staff well in providing a welcoming and stimulating environment for all children. All children's individual needs are valued and their positive development is fostered well during their time at the setting.

Children are well prepared for the next stage in their learning and development as the setting supports them in making the transition to school. Children develop confidence in various social situations, which prepares them for moving on. Information is shared with other providers on a regular basis which enables all people involved with the child to note their interests, needs and development, and effectively promote continuity of care and learning.

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	EY377914
Local authority	Cheshire West and Chester
Inspection number	821459
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	28
Number of children on roll	46
Name of provider	Moulton Pre-School
Date of previous inspection	12/01/2009
Telephone number	07891 526 469

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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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