

Moorhill Pre-School and Fun Club

Moorhill County Primary School, Moorland Road, Cannock, Staffordshire, WS11 4NX

Inspection date	12/02/2013
Previous inspection date	11/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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 provide interesting and challenging experiences that meet the needs of children. The major part of practice is based on a secure knowledge and understanding of how to implement the Early Years Foundation Stage Framework.
- Children are happy and confident at the setting. Staff are actively involved in children's play through positive interaction. They praise and encourage children throughout to support their emotional well-being.
- Staff create a bright and stimulating environment and offer an inclusive and welcoming service for all children and their parents.
- There are effective systems for performance management, which help the practitioners to improve their knowledge, understanding and practice.

It is not yet outstanding because

- The hand over time to parents or carers at the end of the session does not fully take into account how all children's different individual needs can be met.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 three playrooms and the garden.
- The inspector held a meeting with the managers of the provision.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Jasvinder Kaur

Full Report

Information about the setting

Moorhill Pre-School and Fun Club opened in 2001 and is one of three groups run by a voluntary committee. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It operates from three rooms within Moorhill Country Primary School. All children share access to a secure enclosed outdoor play area.

There are currently 74 children aged three- and four-years-old on roll for the pre-school, all of whom receive government funding. There are currently 58 children on roll for the fun club, of these, 10 are in the early years age group. Children attend a variety of sessions. The pre-school is open during term time from 8.30am to 3.20pm. The fun club opens from 7.30am to 9am and 3.20pm to 6pm during term time. It also operates from 7.30am to 6pm during school holidays. The setting supports children with special needs and/or disabilities.

There are 16 staff working within the setting. Of these, 14 members of staff hold appropriate qualifications at level 3 or above. Two members of staff are currently working towards a level 2 qualification and two are working towards an Early Years Foundation degree. The setting receives support from the local authority. It is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- review the routines with predictable sequences and events so that children are prepared for changes that may occur in the routine, this relates to the handover time between the setting and parents or carers.

Inspection judgements

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

Staff have a good understanding of implementing the revised Early Years Foundation Stage Framework. All staff know the children well and plan a varied range of purposeful experiences to meet their individual needs. Planning of activities includes detailed information on the prime and specific areas of learning and development to cater for the needs of the individual and to plan next steps in learning. Staff have good observation skills for assessing the progress that children make based on their skills, knowledge and understanding on entry to the nursery. They encourage parents to take an active part in their children's learning by considering their views in the planning of activities and by

regular feedback and learning journals indicating children's progress. There is a 'wow board' for parents to display children's achievements at home. This encourages parents to be dynamically involved in extending children's learning through play. Staff provide appropriate support in preparing younger children for transition to older groups within the setting and eventually to the reception class in the on-site school.

Overall, staff interact with the children, engaging them in conversation and promoting their language abilities. Their good skills in asking open-ended questions enable children to be active learners and pay close attention. They talk freely with peers, staff and visitors. There is an inviting book area where children enjoy reading with staff and peers. Children borrow their favourite books from a mobile library and take them home to read with their parents and carers. Good opportunities are provided for all children to write for different purposes and to make marks in cornflour, jelly and sand. Free access to a variety of writing materials enhances children's skills. They use their phonic knowledge for linking sounds and letters during free play, one-to-one or group activities. For example, they say 'D' for 'Daddy' or recognise 'R' as starting their friend's name. Staff also help them to recognise both capital and small letters.

Children develop an understanding of number and shape through daily routines and during play, such as matching and sorting shapes and colours, singing relevant rhymes or counting toys and objects. Staff encourage them to expand their simple calculation skills and learn about differences in size and pattern. For example, while they bake biscuits or make dough, they measure the ingredients and talk about the quantities, sizes and textures. Staff organise interesting activities to promote awareness on the world they live in. Children learn about animals and other creatures, people, family, plants and nature during routine play and themed activities. They make a snowman and experiment to see how quickly the snow melts in a warm temperature. A selection of resources and good opportunities are provided for children to familiarise themselves with technology, including the use of computers.

At the fun club, staff provide good play opportunities to help children make progress across all seven areas of learning and development. An effective key person system and staffs' sufficient skills of identifying next steps in learning ensure that individuals' interests, capabilities and ages are taken into account in the planning of activities. As a result, children are enthusiastic and eager to express their skills in group games and talking about their activities. All play together cooperatively and harmoniously in a pleasant environment. Children are confident about seeking help and the support of adults and happily engage them in conversation. They develop safe and secure relationships with the staff. Staff put the emphasis on free play, so that children can enjoy themselves and can relax. Some children take an active part in group activities or construction play, while others prefer to occupy themselves with quieter play, such as, painting, drawing, writing or talking with friends. They use their imagination to make musical instruments using rice, pasta and recycled materials. During school holidays, staff arrange trips to various places, including local leisure centres and the seaside, which enhance children's learning and development.

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

Staff organise a welcoming, bright and colourful environment where children can independently access well-organised resources. They are confident and develop friendly relationships with staff and peers. A good key person system ensures that children are cared for by consistent staff. Consequently, children are confident in approaching staff about their needs. Staff plan purposeful play and a good balance of adult-led and child-initiated activities. They spend time talking to and playing with children to support strong attachments and help them to feel secure.

Staff arrange activities to enhance children's social skills. This includes talking about feelings, such as sadness or happiness, using soft toys, for example, flamingos or persona dolls. After lunch, younger children put their coats on and wait for their parents or carers to go home. Some children find this handover time challenging and there is scope for further review to ensure this time is meeting all children's needs. Children confidently make decisions in choosing resources and develop a sense of responsibility by packing these away when they have finished playing with them. They enthusiastically help staff with small tasks, including preparing food at snack times or setting up activities. Children are well behaved and have a good awareness of right and wrong, responding positively to guidance from staff. They encourage and praise children appropriately and acknowledge their efforts.

Children show a strong understanding of how to keep themselves safe through staff guidance and relevant activities, which include the theme of 'people who help us'. An extensive selection of materials is available depicting positive images of diversity to help children to understand and respect the values of others. Staff encourage children to take part in associated artwork for displays and to celebrate different festivals, both adults and children dressing-up for these occasions.

Children's health and well-being is a priority, as staff emphasise the benefits of outdoor play and inside physical activities on a daily basis. Access to the outdoor play areas promotes children's coordination and spatial awareness. Children show increasing control in handling tools, objects, construction sets and malleable materials. They understand the importance of basic personal hygiene and wash their hands before eating and after using the toilet. There is a sociable and relaxed atmosphere at mealtimes and all enjoy packed lunches. Healthy options, such as, fresh fruits, soup and bread are on offer at snack times. At the fun club, everyday children have options of salad and fresh fruit, along with noodles, soup and bread. If children do not like the choices of food, they are welcome to talk to staff, who then arrange for parents to send them with a snack from home. All children are offered drinks throughout the day to ensure that they are appropriately hydrated. Parents of pre-school children are encouraged to pack a healthy lunch by the setting providing leaflets, advice and talks on varied ideas for meals.

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

Arrangements for children's health and safety within the provision are generally good. The inspection took place following notification of concerns relating to the administration of

medication, accident procedures and risk assessment. The inspection found that in accordance with their complaint procedures, the management team took immediate action and arranged a meeting with the staff, followed by a meeting with the complainant to discuss and resolve the issues. An outcome letter was also sent to the parent soon after the meeting. Staff follow their medication procedures and do not administer medicines if there is any inconsistency between the instructions of parents and those on the medicine bottle. Staff did not risk assess the hall where a child slipped on water. However, accidents are logged in accordance with the club procedures and to eliminate hazards, a detailed risk assessment and daily safety checks are now carried out in all areas.

The management team and staff are committed to improving the quality and standard of education and aspects of care through continuous self-evaluation. Consequently, planning of activities and assessment of children are consistent and precise and display an accurate understanding of all children's abilities and progress. A well-established programme of professional development ensures that practitioners are monitored and underperformance is tackled effectively. Regular supervision, ongoing training and support from the management team help all staff, both at the pre-school and at the fun club, to improve their knowledge, understanding and practice. There is a rigorous and effective system of self-evaluation. It includes listening carefully to the views of children, parents and staff.

Staff have a clear knowledge of safeguarding issues, taking their responsibilities seriously and being prepared to act in the best interests of children at all times. The management team is very familiar with procedures should an allegation be made against a member of staff and the implications this may have for their practice. Relevant policies and procedures are updated in line with current requirements of safeguarding children. Systematic recruitment and vetting procedures, including the successful induction of new staff, ensure that children are safe. The security of the premises throughout is well maintained.

The partnerships with parents and external agencies are well established and make a strong contribution to meeting children's needs. The setting's association with the Special Educational Needs Co-ordinator and other professionals allows them to seek advice to ensure that children get the support they need. An open-door policy encourages parents to convey their views and preferences as and when they wish. The active involvement of parents is also encouraged through regular meetings, newsletters and questionnaires. Parents report that they are very happy with the care and education their children receive in a 'lovely' environment where they enjoy coming and make good progress.

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
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 action. 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	218193
Local authority	Staffordshire
Inspection number	903178
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 17
Total number of places	52
Number of children on roll	132
Name of provider	Moorhill Pre-School and Fun Club
Date of previous inspection	11/06/2009
Telephone number	01543 510241

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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, which are usually the childminder's 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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