

Moorhill's Littleton Minors

Huntington Community Centre, Stafford Road, Huntington, Cannock, WS12 4PD

Inspection date

Previous inspection date

01/05/2013

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

- The effective partnership with parents is underpinned by two-way communication, ensuring that they are well-informed about the systems in the pre-school, including the transition process. There are effective partnerships with other providers to ensure that children are prepared for their transition to school.
- Children's development is effectively promoted and they make good progress from their starting points. Practitioners have a good understanding of promoting children's learning through stimulating challenging activities.
- Children are forming close attachments with their key person and interact positively with their peers. Children are well-behaved because practitioners acknowledge good behaviour through rewards of praise.
- Effective management systems, such as regular supervision monitoring, enhances staff performance. The self-evaluation process includes all stakeholders and promotes improvements that bring about effective changes that benefit the children.

It is not yet outstanding because

- The organisation of large group activities do not always ensure all children remain fully focused.
- Children's interest in books and in print is not fully supported as these things are not available for children to refer to in all areas of the provision.

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 all main indoor and the outdoor play areas.
- The inspector held meetings with the manager and held discussions with the deputy and members of staff.
 - The inspector scrutinised a range of documentation; children's assessment records, evidence of staff suitability, self-evaluation documentation, children's information sheets and the risk assessment records.
- The inspector took account of the views of children, parents and carers spoken to on the day.

Inspector

Mary Henderson

Full Report

Information about the setting

Moorhills Littleton Minors Pre-school was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Huntington area of Cannock in Staffordshire and is managed by a voluntary committee. The pre-school serves the local area and is accessible to all children. It operates from the local community centre and there is a fully enclosed area available for outdoor play. The pre-school employs six members of childcare staff. Of these, two hold a degree in early years, two hold appropriate early years qualifications at level 3 and one holds a qualification at level 2. There is one member of staff that is working towards an appropriate early years qualifications.

The pre-school opens on Tuesday, Wednesday, Thursday and Friday from 8.30am to 3.15pm and on Monday from 12.15pm to 3.15pm. The pre-school is open all year round. Children attend for a variety of sessions. There are currently 40 children attending who are in the early years age group. The pre-school provides funded early education for three-and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- review the organisation of activities, such as music time in order to help all children maintain focus.

- create an attractive book area where children and adults can enjoy books and create an environment rich in print where children can learn about words.

Inspection judgements

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

The staff promote all areas of learning and development through the provision of accessible resources, equipment and activities, which reflect children's current and ever changing interests. Staff model good listening and turn-taking in talking skills during children's activities. Children are able to express their thoughts and opinions, and confidently seek support as they wish. This helps the children to achieve expected levels of development and prepares them for their next stage of learning. The staff provide a good range of resources and equipment for both indoor and outdoor play.

Children's physical skills are developing well because staff provide ample space and plenty of time for children to be active and exuberant outdoors. For instance, children manoeuvre around obstacles and competently balance on the see-saw and the climb and balance equipment, seeking assistance where needed. Those children that wish to, can relax outdoors and enjoy the company of friends and adults. For example, they like sitting and blowing bubbles, watching in awe as they float away into the sky. Children like to make their own choices about what to do when outdoors. As some choose to ride their trikes or sit in the playhouse chatting with their friends, others explore the guttering activity, and watch as the ball runs down and away, chasing after it to repeat the sequence. Children like to make marks using the paint brushes and water, and jump about giggling as they splash in the puddles they have made. Children's interest in mathematics is extended as staff provide a matching game where children search through the pairs of socks and pin them onto the garden fence.

The children like to listen to stories told by staff in the book area. However, children's interest in books and also in print within the indoor and outdoor environment is not yet fully supported. This is because books are not attractively displayed for the children in a comfortable, inviting space. Also, play areas are not rich in print and do not display many labels or posters so children can make connections in their play. The staff provide a good range of planned and spontaneous opportunities for children. During indoor music and movement, the children listen and follow instructions played and demonstrated for them by the staff. However, the organisation of such large group activities does not always meet the needs of all children in the group. For example, younger less confident children wander off and lose focus when involved in large group time.

The staff have developed their knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage and undertake meaningful observations and assessments. They use these to identify children's next steps in their learning and development. Plans are frequently checked to ensure that children are making good progress and to identify any gaps where children may need support. Staff involve parents in children's learning by ensuring that they have access to an array of information about the Early Years Foundation Stage. This includes attending Early Years Foundation Stage sessions, where staff demonstrate how children learn through play, such as the joys of playing with jelly. Parents are also encouraged to support their child's learning at home through two-way discussions and sharing of learning journals. Parents also add to the 'wow' display with updates on their child's development at home.

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

The staff promote positive relationships and attachments with all children. They ensure that children settle in well when they start at the setting. This is further supported through good one-to-one support from practitioners. Transitions between the pre-school and other settings such as nursery and school, are very well supported. The staff and parents work together to ensure that children become familiar with school life through stories and activities. This further supports children's personal, social and emotional development and also fosters their school readiness very well.

Children demonstrate that they are happy because they smile frequently, giggle and chat with adults and peers. The children's own work and photographs of activities enjoyed are displayed for them and their parents, thereby fostering a good sense of belonging to the setting. Children all come together for meal times and snack times. Children learn about a healthy lifestyle as they wash their hands before eating and after visiting the toilet. Opportunities for physical activity and exercise are promoted very well because children go outdoors on a daily basis. Their healthy lifestyle is further promoted because they talk with staff about the healthy food they are eating for snack time.

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

Leaders, managers and staff are very clear about their responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. Staff are well-informed about child protection policies and procedures to be followed. Rigorous recruitment and induction procedures ensure that adults working with children are suitable to do so. All staff receive regular supervision and monitoring sessions to identify where support is needed to improve their performance so that the children fully benefit.

Management and staff meetings are held to review practice, and how best to support the children attending. Staff have a good understanding of the learning and development requirements and have spent some time familiarising themselves with relevant guidance. As a result, they are able to accurately assess and monitor the educational programme including the planning, to ensure that children make good progress and there are no gaps in their learning and development.

The management and staff work well together as a team, and with parents, to meet children's needs. Parents contribute to the initial assessment of children's development and have access to learning journey documents, which helps them know about their children's achievements and progression over time. The daily two-way flow of verbal and written communication ensures that parents know about their child's experiences in the pre-school. Parents have free access to the policies and procedures of the setting.

The parents comment positively about the very caring approach of the staff, the range of resources and activities offered. They state they like the 'show box' system to help their child settle into the pre-school. Here the child takes their favourite teddies and toys so they can look through these if they become unsettled. Mothers, fathers and extended family spoken to are very pleased with the how the pre-school supports their child's learning and development. Partnership working with other agencies ensures that children's needs are identified early and met. The self-evaluation systems in place are robust and include input from team leaders, managers, staff, children and their parents. The improvement plan in place ensures that action taken to address areas for improvement have a positive benefit for all children.

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	EY456785
Local authority	Staffordshire
Inspection number	892261
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 17
Total number of places	30
Number of children on roll	40
Name of provider	Moorhill Pre-School and Fun Club Committee
Date of previous inspection	not applicable
Telephone number	01543 510 245

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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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