

# Moordown Pre-School

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

<b>Inspection date</b>	10/09/2013
Previous inspection date	12/09/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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

- Children are happy and settled due to the trusting relationships they develop with the staff. This successfully supports their emotional well-being.
- Staff use effective systems to successfully monitor, assess, and plan for children's individual learning.
- Staff provide children with clear, consistent messages to help them play together well.
- Partnerships with parents are strong. Staff continually share information and actively involve parents in their children's learning.

### It is not yet outstanding because

- Staff do not make the most of the outdoor play environment to encourage children's learning and development in all areas.
- Children are not always encouraged to use writing tools to help develop their emergent writing skills, such as writing their names on their artwork.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector completed a joint observation with the manager.
- The inspector looked at documentation including a sample of children's records and staff suitability records.
- The inspector talked with staff and parents.
- The inspector discussed the systems used to review and evaluate the pre-school.

## Inspector

Dinah Round

## Full Report

### Information about the setting

Moordown Pre-school registered in 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, Monday, Wednesday and Friday 8.45am -1pm, Tuesdays & Thursdays 8.45am-3pm. There is the option of a lunch club until 1pm. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The pre-school currently has 24 children on roll, all in the early years age group. The pre-school receives funding for the provision of free early education for children aged two, three and four years. 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 seven staff working with the children; of these, five are qualified in early years.

### What the setting needs to do to improve further

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

- provide greater opportunities for children to experiment with mark making tools to further promote children's literacy skills
- develop the outdoor learning environment further to incorporate all areas of learning and support children's all-round development.

### Inspection judgements

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

Children enjoy coming to the pre-school. They quickly settle and eagerly choose an activity, playing and exploring as they engage in the wide range of play experiences. As children start at the pre-school, key staff link closely with parents to gain information about children's interests and abilities. This contributes towards the initial assessment of the children's starting points enabling staff to gain a good understanding of the children's individual needs. Children develop positive relationships with staff that know them well and offer sensitive support to aid their learning experiences. Effective systems are in place to monitor children's progress. Staff regularly observe children's play, recording children's achievements alongside photographs in the children's individual learning journals. Staff use this information effectively to inform weekly planning. As a result, children are supported well to move on to the next stage in their learning. Planning is flexible and takes account of children's interests, and includes both adult-led and child-initiated

activities. For example, when children enthuse about the local air festival, staff provide resources so children can make their own aeroplanes, and incorporate stories, songs and rhymes about aeroplanes. This offers children interesting and enjoyable play and learning experiences.

Children show developing independence as they learn to do things for themselves through the daily routines. For example, they help cut up their fruit for snack and learn to pour their own drinks. Staff interact with children positively, supporting them in learning skills that will help them in the future. Children participate keenly in the group times. They do the actions to make shapes and sing along to various number rhymes, with staff helping children use their fingers to count. This introduces children to number and shapes through fun activities. Children use the assorted resources to sort and match small figures into the different colours, confidently telling others how 'they match'. This helps children learn about comparison and pattern developing their mathematical understanding. Children explore and investigate a broad range of mediums and materials through sensory play activities. They experience the feel of paint on their hands as they make handprints, and enjoy pressing and squeezing the playdough to create different shapes. Staff introduce words of 'smooth' and 'round' to build on children's vocabulary and develop their language. Children's communication is fostered well as staff promote conversation to develop their thinking skills. Staff make effective use of pictorial signs, such as a visual time line, to help children understand the routine and feel secure. Children listen well at story time, actively joining in the familiar rhyming words and sounds. Children have some opportunities to use tools to help develop their early writing skills. However, staff do not make the most of encouraging children to experiment with writing for a purpose, such as writing their names on their artwork or providing writing tools in role play areas. Children take part in planting and growing activities, such as planting sunflower seeds, tomatoes and runner beans. They take their pots home and parents are encouraged to send in photos to show how the seeds have grown. This gets parents actively involved in their children's learning and raises children's understanding about where food comes from.

Partnerships with parents are good. Key staff are always on hand to talk with parents at handover, making sure there is an effective two-way exchange of information. This keeps parents well informed about their children's care and well-being. Systems to complete the progress check at age two have been implemented and staff liaise with parents so they are involved in the process. Children's learning journals are available to parents at all times. Staff encourage parents to send in photographs and record children's 'wow' moments to share children's achievements at home. Parents are encouraged to take home books to read with children at home, actively involving them in their children's learning. Parents comment how they feel staff keep them 'well-informed' about their child's welfare.

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

A well-established key person system promotes children's well-being effectively. Friendly and caring staff offer reassurance and support to new and less confident children to make sure they feel included and secure. This means children are establishing close relationships with adults and other children in the setting. Children benefit from the staff's

regular praise and encouragement, which helps to build children's self-esteem. Staff use consistent messages and effective behaviour management strategies to help children learn about behaviour expectations. For example, they talk about the pre-school 'golden rules' and the importance to use 'kind hands' and share with others. Children show an understanding as they listen and take turns in their play, such as sharing the toy computers.

Staff carry out regular risk assessments and ongoing checks to identify and minimise risks to children. They take immediate action to address any issues to ensure children's safety. For example, a plumber is contacted immediately to turn off the hot water tap in the children's toilets until the temperature can be regulated effectively. This helps minimise the risk to children. Effective security measures are in place, with staff overseeing the exit door at arrival and collection times. This means that any unauthorised visitors are unable to enter the premises uninvited. Staff are deployed effectively to make sure children are well supervised in their play. They help children learn to be independent and encourage them to manage their own personal needs. For example, children know the routines and willingly respond by going to wash their hands before eating or helping prepare snack. Children enjoy a variety of healthy snacks, including fresh fruit. Staff sit with children as they eat their meals, engaging in conversations to develop children's awareness of the foods that are good for them and the importance of a healthy diet. Information leaflets about healthy eating are provided for parents to help raise the parents' awareness of providing children with healthy lunches.

Staff set up and pack away the play equipment daily. They work hard to provide a welcoming and inviting environment for children. Children are able to free-flow between the indoor and outdoor areas, which provides them with fresh air and exercise. However, staff do not make the most of the outdoor play area to enhance children's all-round development. At times, there are too many resources covering the paved area, which restricts the children's activities. A varied range of resources and materials positioned at child height around the room enable children to make some independent choices about their play. For example, children are able to select from a range of materials in the creative area enabling them to express their own ideas.

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

Staff have a good understanding of their responsibilities in meeting the learning and development and safeguarding and welfare requirements. The manager and staff have made many changes over the last year to address actions from the last inspection and improve the provision. The introduction of new observation and assessment systems, alongside flexible planning, enables staff to monitor children's progress effectively. Staff tailor the planning to the children's individual needs to help them move children onto the next steps in their learning. Detailed induction procedures have been implemented. These, alongside regular staff supervision and appraisals, means that staff are clear of their role and responsibilities. The manager meets with staff on a weekly basis to monitor the delivery and planning of the educational programme. This contributes towards ensuring all

children are supported well.

Thorough safeguarding procedures are in place to help keep children safe. Comprehensive recruitment and vetting procedures check the suitability of staff to work with children. Staff have attended first aid training, and in-house safeguarding training, keeping their knowledge and skills updated. They understand their responsibility to protect children and the procedures they must follow in the event of a child protection concern. The use of documentation, such as noting visitors to the pre-school, helps staff to support children's ongoing welfare.

Staff work together well as a team. They regularly exchange information throughout the day to help the session run smoothly. This means staff make sure that all children's needs are met, such as offering additional support to younger children during group activities. Staff continue to attend training to update their skills and support their professional development. For example, all staff completed training on observation, assessment and planning so they had a clear understanding of the new systems. Staff continue to review and evaluate the activities to help them look at ways they can improve the pre-school. They identified that providing some dividers in the playroom would enable them to utilise space more effectively, and are currently researching suitable equipment.

Staff work in partnership with parents and outside agencies supporting children's needs, such as speech and language therapists. This helps to ensure children receive support for their developing needs. When children attend other early years settings the staff share information about children's achievements. This contributes towards offering continuity for children's care, learning and development. Staff have good systems in place to prepare children for their move onto school. They organise activities and promote discussion with children about starting school to support children through the changes. Teachers from the local schools visit the pre-school to meet the children before they start school. Parents receive information about the pre-school provision through regular newsletters and the informative parents' notice board.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY444776
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	887177
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Moordown Pre School Limited
<b>Date of previous inspection</b>	12/09/2012
<b>Telephone number</b>	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, 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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