

Moore Village Pre-School

Milner Church Institute, Runcorn Road, Moore, WARRINTON, WA4 6TZ

Inspection date

25/09/2013

Previous inspection date

12/01/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- The setting has strong relationships with parents and they are encouraged to share information regularly about their children's activities and development, which means care is tailored to each child's needs.
- The staff have a good understanding of safety procedures and child protection, which keeps children safe.
- Tracking of children's learning is clear and identifies any children who may need further support.

It is not yet good because

- Staff do not always ensure planning offers exciting activities to fully engage and challenge children, meaning opportunities for learning are missed, for example, in physical development.
- Children are not always fully supported in using language, which reduces their opportunities to develop their communication skills.
- The setting's self-evaluation is not used to its full potential to identify areas for development, and therefore, the setting is not working towards focused improvements for children.

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.

Inspection activities

- The inspector spoke with the manager, staff and children at a range of times throughout the morning.
- The inspector observed activities in the playroom and hall.
- The inspector listened to the views of the parents.
- The inspector carried out a joint observation with the manager.
- The inspector viewed a range of policies and procedures, children's assessment folders and the local authority advice file.

Inspector

Helen Allanson

Full Report

Information about the setting

Moore Village Pre-School was registered in 2003. The setting is committee run and operates from Milner Church Institute situated in the Moore area of Warrington. Children are cared for within two rooms and there is a secure area available for outdoor play. The setting is open term time Monday, Tuesday and Wednesday from 9.15am until 12.15pm and from 11am until 2pm on Thursdays. Children attend from the local community and surrounding areas.

There are currently 29 children on roll aged from two to five years. These are all within the early years age range. The setting supports children with special educational needs and/or disabilities and children with English as an additional language. They offer funded places for two-year-old children.

The setting employs six members of staff including the manager. The manager has a qualification at level 4, all other staff are qualified to level 3 in early years. The setting receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure planning clearly identifies suitably challenging activities and the learning intention behind them; develop activities to ensure they are exciting and fully engage children's interest.

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

- offer further opportunities for language development during story sessions and more challenging activities so that children have opportunities to acquire and practise language skills and consider suitable seating for children so all can be fully involved
- develop systems for self-evaluation to set challenging targets for improvement.

Inspection judgements

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

The pre-school staff and manager show a satisfactory knowledge of the Statutory framework for the Early Years Foundation Stage. The manager has a clear tracking system which shows when children make progress and if any may need further support. She reviews this tracking system and looks for patterns, which may indicate action is needed. Children's starting points are gathered when they join the setting and again after a few weeks to assess their developmental level. This means key workers can plan accurately for the children's needs. During play, staff observe children and note areas of development, which they use to plan next steps. However, the planning which follows does not always clearly show the learning intention for the child. This means opportunities for learning may be missed and children do not always make the best possible progress. Staff carry out the 'progress check at age two' as required. They assess the three prime areas of development and highlight next steps to follow and parents are involved in this so they know their child's progress.

Children with special educational needs and/or disabilities are supported in the setting. Staff gather information from parents and other professionals involved with the children and use this information to develop Individual Education Plans. This means they are making some progress towards their expected level of development. Children with English as an additional language are also supported in the setting through partnerships with parents.

The pre-school's key person system encourages parent's involvement with the setting. Staff and parents complete communication books to share information about the child which means children's personal needs are met. The setting is also developing further systems to encourage parents to spend time in the setting to understand what they do and involve them in children's learning.

Children have access to a book area, which is welcoming and has a range of books to choose from. Children can select from these and, at times, an adult will sit with them to read their chosen stories. This fosters children's interest in books and written language. Although, opportunities for language development during story sessions and more challenging activities are not always in place. This means children do not acquire and practise language skills as well as possible. Children also take part in formal story sessions planned by staff. Staff members tell the story enthusiastically and with a range of facial expressions. However, the position of some children in the group means they cannot see pictures or the written word, and consequently, are not fully involved with the activity.

Physical education (PE) sessions are carried out in the hall. Children bring a change of clothes for this session and are encouraged to change themselves. This helps to develop their independence skills and readiness for school. However, children who have not brought a change of clothes have to wait 15 minutes while the other children change and are not offered an alternative activity. This means they do not have challenging experiences to promote their learning. The PE session encourages a range of skills and

staff eagerly join in, giving praise regularly and demonstrating different ways of using hoops. Children's use of the climbing apparatus was structured and did not give them the opportunity to use it in different ways. This means they do not receive a range of interesting challenges and activities to extend their learning. Children also have access to a safe outdoor area with a variety of climbing equipment and physical play.

Children have access to some creative activities and small world play. Children play in a kitchen area, which has a range of equipment as well as equipment for making marks, which gives opportunities for early writing with a purpose. Children play imaginatively with a range of vehicles on the toy garage and make roaring noises when playing with the dinosaurs in the sand.

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

Children's health is suitably promoted through discussions about healthy eating and the need for energy in the morning. Children bring their own snack on some days and parents are asked to bring healthy items. A snack bar is operated on other days when a range of healthy options are offered. Children also bring water each day.

Children are happy and settled in the setting showing their personal, social and emotional needs are being met. They separate easily from their parents and carers and are confident to choose their own activities or ask if they want to do a particular activity. Children play happily alongside each other and their behaviour is very good. They take part in specific activities to encourage sharing, turn taking and listening to others. Children have a key person but are happy to speak to all staff.

New children take part in visits and parents complete a starting point form to share their child's likes and dislikes. This means staff understand the child's requirements before they start attending. The first few sessions are focused on the child becoming secure in their surroundings and feeling comfortable with their key worker. This means children form secure attachments with their key worker, which promotes their well-being and independence. Reports are given to parents at the end of their child's time at the play group, including a report on their developmental level. These can be given to their school or the next setting, which supports smooth transitions to new settings.

Older children use the bathroom confidently and wash and dry their hands independently. Nappy changing procedures take into account good hygiene practices with staff using gloves, washing hands and cleaning the nappy changing area. Staff members show a suitable awareness of health and safety during the session and remind children of safety during activities. Children remove socks before a physical activity on a slippery floor, which helps them to learn about keeping themselves safe.

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

Satisfactory systems are in place to keep children safe in the setting. The area and equipment is checked each day before use and removed if unsuitable. All staff are qualified to level 3 and above and also take part in extra training in first aid, child protection and supporting children with special educational needs and/or disabilities.

The manager and staff are aware of the requirements with regard to protecting children from abuse. They talk confidently about procedures to follow and the phone numbers of the reporting authorities required are in files and on the wall. Policies and procedures are detailed and their implementation can be seen in the setting, for example, staff mobile phones are kept in the kitchen during the session and are not accessed by staff during the session.

The staff carry out a self-evaluation and all staff members contribute towards this. Parents complete a yearly questionnaire which helps staff in their self-evaluation. Although, the self-evaluation is in place it is not focused on specific improvements, and therefore, does not to improve learning outcomes for children. The development of self-evaluation was highlighted at their previous inspection and while some improvements have been made it is still not rigorous enough to drive improvements.

Staff have yearly appraisals to assess their performance and hold discussions with the manager at the end of each term. These discussions cover training needs, any concerns about key children and any problems staff may have with their work.

The manager develops good relationships with parents and they report they feel comfortable and welcome in the setting. They share information in communication books and know who to go to if they have a concern. The manager is working on further ways to improve parent partnership and involve them in the setting. The setting works with the local authority advisor and records seen show that advice is taken and some improvements have been made to monitoring the educational provision. For example, the development of tracking sheets of children's learning helps the setting identify children or groups who may need extra support.

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	EY275835
Local authority	Halton
Inspection number	860913
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	29
Name of provider	Moore Village Pre-School Committee
Date of previous inspection	12/01/2009
Telephone number	01925 740800

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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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