

# Moira Pre-School

Village Hall, Ashby Road, Moira, SWADLINCOTE, Derbyshire, DE12 6DP

<b>Inspection date</b>	16/10/2013
Previous inspection date	15/04/2010

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

- Safeguarding of children is good because staff know the procedures and the policy is in place, reviewed and updated regularly. Safety is maintained because the premises are secure and staff are vigilant regarding access.
- There is a warm, welcoming and stimulating learning environment in which children are secure, happy and confident to express themselves.
- Staff take effective action to extend and develop children's ideas, for example, by adapting activities to incorporate favourite toys, such as the train set used to help children settle.
- Partnership with parents, external agencies and other providers are well established and make a strong contribution to meeting children's needs.
- Children are well prepared for the next stage in their learning because staff provide appropriate support to prepare them for their transitions when they start and when they move into school.

### It is not yet outstanding because

- Children are not always given enough opportunity to explore their thinking because staff are not always sensitive when deciding when to interact and when to value opportunities for independent play and learning.
- Snack time is not used to best effect to encourage children in their physical skills to pour their own drinks.

## 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 throughout the pre-school in both indoor and outdoor spaces.
- The inspector spoke with the manager and staff at appropriate times throughout the inspection.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion.
- The inspector conducted a joint observation with the manager.

## Inspector

Patricia Bowler

## Full Report

### Information about the setting

Moira Pre-School was registered in 1993 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from within Moira Village Hall in Moira and is managed by the Village Hall Committee. The pre-school serves the local area and is accessible to all children. It operates from the main hall and there is an enclosed area available for outdoor play.

The pre-school employs three members of childcare staff, all of whom hold appropriate early years qualifications.

The pre-school opens Monday to Friday term time only. Sessions are from 9.15am until 12.15pm, with an optional lunch club from 12.15pm until 1.45pm. Children attend for a variety of sessions. There are currently 20 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports 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:

- give children more opportunity to use critical thinking and act on skills they have already acquired
- provide children with further opportunities to use their skills, for example, at snack time to pour their own drinks.

## Inspection judgements

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

Children are cared for by qualified and knowledgeable staff who are sensitive to their individual needs. This is especially so at times of arrival and departure and during settling-in periods. New and younger children arrive later and attend for a shorter session. This ensures that older children are engaged in play and staff are able to settle younger children into a relaxed established play environment. Safety is supported in the secure and thoughtfully planned playroom, to create an enabling environment where children move freely. They settle well and are confident to make active choices about their play.

Key persons know children well and make the most of opportunities to extend their

learning through play, discussion and group activities. Teaching is effective because staff communicate with parents to obtain information, when children start, on what their child already knows and can do. As a result, planning is based on children's interests to effectively promote their learning and development and children make good progress, given their starting points. However, there are occasions when staff are not always sensitive when deciding to value opportunities for independent play and learning. They are skilful in the use of open-ended questions but children are not always given enough opportunity to explore their thinking before staff provide the answer or act for them. For example, recognising their own names to find their bags at the end of the session and during conversations to think about and name animals who live in the forest, as trees are set up around the train track.

Staff act intuitively to present creative activities at both table and floor levels. Some younger children prefer to sit on the large floor mat, as they enjoy cutting and sticking to make collage pictures. Resources are plentiful and children know how to use glue sticks, twisting the base to 'get more glue'. Children engage at their own level and for some it is sheer fun and does not always result in an end product. For example, children concentrate and persevere to practise skills in the use of scissors. They carefully cut large and minute pieces, which are gathered by staff to record as evidence in learning records for developing physical skills. Scissors are also included in tools at the dough table, which children handle very well. Children work cooperatively together making prints with vehicles and use one with a crane attached to scoop dough into the back of a lorry. They announce 'this is going to the tip' before guiding the vehicle across the table. Another child settles a range of soft toys on chairs at the table to watch the activity.

Children move freely both indoors and outside, making active choices about where they play. They scoop and fill buckets and containers, naming and matching colours to the tools they use at the outdoor sand tray. Soft play shapes encourage children's physical skills as they roll, climb and lift these to arrange as they play. They use magnifying glasses to investigate plants and insects and use the extended village hall grounds to run freely, engage in ball games and explore trees and undergrowth. Overall, children gain the key skills necessary for their future learning.

Staff observe and assess children systematically and maintain meticulous written and photographic records of individual achievements. Their next steps in learning are precisely identified and purposefully incorporated into activities. Parents add to children's learning journals, having the opportunity to take and view these at home. They share achievements, which are celebrated and incorporated to boost children's sense of achievement and build on their self-esteem.

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

Children are supported extremely well in the transition from home to pre-school in a manner sensitive to their different needs and those of parents. Settling-in periods are flexible so that parents are secure in the knowledge that children will be happy in what for most is their first step away from home. Children's personal, social and emotional development is given high priority by staff. Consequently, children are settled and happy.

They develop good relationships with staff and their peers. A range of positive methods help children to understand appropriate behaviour with clear explanations, praise and encouragement. As a result, they know what is expected of them, behave well and develop awareness of how their behaviour affects others.

Children feel safe and secure and develop a strong sense of belonging. They are warmly welcomed and build positive and trusting relationships with staff, especially their key person. Staff gently explain any dangers to help children understand about keeping safe. Close relationships develop as valuable information is gathered to consistently meet the care needs of each child in the group and staff respond sensitively to them as individuals. Children are able to participate in active play and quiet relaxation as they choose. Comfortable areas with soft furnishings enable them to sit quietly, rest or access a wide and varied range of books. They enjoy group activities to dance like penguins, giggling as they recall the sequence from a shared viewing of a children's musical and join in a group singing session. Confidence is encouraged as some children choose to sing on their own.

Children's physical development is fostered effectively as they enjoy fresh air and exercise to develop an awareness of healthy lifestyles. They take an active role in their health and well-being. Demonstrated through, competent personal hygiene practices and washing their hands before snack time without being prompted by staff. They enjoy nutritious snacks, choosing from options presented in small containers. However, opportunities to further encourage independent skills by allowing children to pour their own drinks are not fully maximised.

An effective transfer of information and visits ensure children are well prepared as they move onto school, supported with strong links established between staff and reception class teachers. Detailed summaries, including their emotional development, are prepared for their transfer and as a result their well-being is effectively supported in addition to their learning. A photograph album of areas within the school is used well so children are already familiar with surroundings before they transfer.

Children's well-being is addressed well and parents are provided with clear detail on staff practice in policies on safety, illness and accidents. Children learn about their local community and the wider world through resources and displays, including text in different languages. Books, varied foods and positive images promote discussion and raise awareness of difference and diversity.

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

Children are safeguarded because the designated person has attended training to level three and ensures staff have an acute understanding of their role and the action to take, should they have concerns relating to children or adults providing care. Parents are aware of the safeguarding policy and the Leicestershire Safeguarding Children Board procedures are accessible to them. Comprehensive policies and procedures work well in line with current legislation, including accurate records of children's attendance. Robust recruitment, vetting, induction and appraisal systems ensure those working with children

are suitable to do so, including Disclosure and Barring Service checks. Staff are required to confirm their ongoing suitability and any changes which may affect this. Children's safety is further supported through risk assessments, which are systematically reviewed and amended as necessary, to minimise potential hazards. All staff hold current certificates in first aid and subsequently children's health and welfare are maintained. Staff are deployed effectively to ensure children are supervised at all times.

The pre-school has a long standing and stable staff team who work well to provide good care and learning experiences for children. Procedures for recruitment, employment and induction are supported well by the committee. Robust vetting procedures are established and staff are required to declare any issues, which may affect their ongoing suitability. Processes for staff supervision, performance management, training and professional development are successfully maintained to effectively support children in their early education. The educational programmes are successfully monitored in order to ensure children's care and learning needs are addressed well. Staff ensure that all children make as much progress as they can, in relation to their starting points. Resources, books and toys are used effectively to meet children's needs at their different stages of development.

The partnership with parents is robust, ensuring that staff work effectively to meet children's different needs. In discussion with individual parents they feel they can approach staff at any time and acknowledge their involvement, speaking highly about the committed, professional and caring attributes of the manager and staff. They play an active role in supporting their child's progress through a range of initiatives. The pre-school works highly effectively with others, such as health professionals and specialist workers. They are actively involved in attending multi agency meetings to maintain effective communication and support children's safety and well-being. Consequently, robust systems support any specific requirements and the identification and inclusion of any child with special educational needs and/or disabilities.

Monitoring and evaluation systems are used effectively to reflect strengthening improvements and further developments, including the views of parents.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	226229
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	926877
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Moira Pre-School Committee
<b>Date of previous inspection</b>	15/04/2010
<b>Telephone number</b>	07870 143415

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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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