

# Moorside Pre-School

Moorside County Primary School, Bowerham Road, Lancaster, Lancashire, LA1 4HT

## Inspection date

04/12/2013

Previous inspection date

03/10/2008

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

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How well the early years provision meets the needs of the range of children who attend	2
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## The quality and standards of the early years provision

### This provision is good

- Children make good progress in their learning and development because the staff have a good awareness of how children learn. Children have many opportunities to learn about the world they live in through first-hand experiences.
- Parents and children are involved in the self-evaluation and this ensures continuity of improvement in children's learning experiences and in the overall quality of the pre-school.
- Arrangements for safeguarding are effective because policies and procedures are implemented well. Staff are knowledgeable about keeping children safe and secure, at the same time supporting them to manage their own risks.
- Staff have a positive working relationship with all parents. As a result, children are happy and content and are fully supported in their emotional well-being.

### It is not yet outstanding because

- Children are not always given enough time to formulate a verbal response to challenging questions, in order to enhance their critical thinking skills.
- There are fewer opportunities for children to recall past activities and experiences in their own words.

## 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 observed activities in the playroom and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager.
- The inspector had a discussion with parents and staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.

## Inspector

Susan Hawitt

## Full report

### Information about the setting

Moorside Pre-School was registered in 2004 on the Early Years Register. It is managed by a voluntary committee. It operates from a designated unit within Moorside Primary School in Lancaster. Children attend for various sessions and generally reside in the local area. The pre-school opens Monday to Friday from 8.40am to 11.40am and 12.25pm to 3.25pm during term time. A lunch club is available.

There are currently 35 children attending who are within the early years age group. The pre-school provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The manager holds Qualified Teacher Status and Early Years Professional Status. The pre-school has strong links with the school and receives support from the local authority.

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

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

- make use of all opportunities to enhance children's critical thinking skills, for example, by allowing them more time to respond to questions
- enhance opportunities for children to recall past activities and experiences, for example, by labelling the photographs and pictures using children's comments.

## Inspection judgements

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

Children settle quickly because they are warmly greeted by staff who are kind and friendly. As a result, children separate from their parents with ease and are ready and eager to learn. Staff ensure that all children benefit from a good balance of both adult-led and child-initiated play. Children spend time with their key person who explains the plan of the day and they are involved in their own planning. This helps children gain the necessary skills to prepare for their next stage in learning, such as school. Children choose from a range of stimulating and exciting activities. They make Christmas cards, exploring the play dough or playing outside. Teaching is good. Staff know when to join in children's play and when to stand back and let them play independently. For example, a small group of children choose to build towers with the blocks. The children's learning is effectively

enhanced as a member of staff joins the play. She talks to children about how many blocks they need to build a tower and models language by starting to count the blocks. Children join in and count to 30. They laugh when the tower falls down and they begin to build again. These activities support children to make good progress in their mathematical development and promote the characteristics of learning as children persevere with the task.

Initial information is gathered from parents about the children during settling-in sessions. The information helps the children's key persons to assess their starting points and provide rich and varied experiences to meet their individual needs and learning styles. Children are happy and actively involved in purposeful activities. Staff skilfully support children in their learning and are enthusiastic, which encourages them to maintain their involvement in activities. Children learn about the world they live in through first-hand experiences in all types of weather. For example, when it starts to rain as children gather sticks and stones in the woodland area, staff use the opportunity to talk about the rain and children put their hoods up and carry on collecting sticks. Staff use outdoor play to enhance children's learning. For example, they encourage children to listen to sounds in the environment. They concentrate on their listening skills and hear a siren and a bird. Staff encourage communication and language skills by sounding out initial letters of some animals that live in the wood. Staff praise and celebrate with the children when they name the animals. Communication skills are developing well because staff ensure children receive additional support to develop these skills when required. For example, staff work closely with the speech and language therapist and they also use sign language to enhance their communication. However, sometimes children are not always given enough time to respond to questions. This means that not all opportunities are used to enhance children's critical thinking skills.

Relationships with parents are good. Staff meet and greet parents at the start and end of the day and there are many opportunities for parents to become involved in nursery life. For example, by attending open days where they can stay and play with their child. This is especially important when children are settling-in. Sharing information about children's learning through the link book. A weekly newsletter states what the children have been doing at nursery and how parents can support their child's learning at home. For example, sharing ideas, which include letters and sounds activities. There is a lending library of books, which the parents organise themselves. As a result, parents are kept well informed about their child's progress and daily activities.

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

Staff work closely with parents to gather information about their children when they first start attending. This helps staff to gain a good understanding of children's routines and individual needs. As a result, staff sensitively support emotional and physical well-being. For example, children talk to their key person in very small groups about how they are feeling. They will talk freely about how they came to school and what they have been doing at home. 'Buddy Bear' is part of the group and children take turns holding him and sharing their news. Children are confident with their key person and each other, showing self-assurance and well-being. Staff are good role models of behaviour and treat the

children with kindness and respect. They support children to learn how to manage their own feelings and behaviour. This is helped by a calm approach, clear explanations and reminders about reasonable boundaries. Children are consistently well behaved because staff use positive strategies to help them learn right from wrong. Children's personal, social and emotional development is effectively supported by staff who praise and encourage them throughout the day.

Children are encouraged and supported by staff to adopt a healthy lifestyle. The pre-school are taking part in the 'Healthy Heroes' campaign. For example, children are encouraged to try new foods each week. Staff offer children healthy foods, such as cucumber, toast and pineapple. Children are encouraged to lick, bite or suck the new food and they receive a sticker and a 'thumbs up' when this has been achieved. Parents are also involved in the campaign and offer children new food at home. Children have been involved in lots of cooking activities. There is a lovely display of photographs depicting the dishes children have made. However, there is scope to add children's comments, in order to enhance learning further by helping them to recall past events and celebrate their achievements. Children are independent as they pour their own drinks and wipe up any spills at snack time. They are learning about being healthy because staff talk to them about germs and the reason for regular hand washing. Children have free-flow access to the exciting and stimulating outdoor area regardless of the weather. This means that they enjoy regular exercise and fresh air, which supports their physical well-being. Staff provide stimulating activities to support children's learning. For example, children paint the fence and sheds with large brushes and water and post the sticks they have collected through the fence. Children balance on the tyres and milk crates and learn to negotiate the space as they ride on the scooters and bikes. These activities help children with control and co-ordination in preparation for writing.

Children understand how to keep themselves safe as they learn to manage risks in a supported environment. For example, staff provide a supportive hand when children are balancing on the slippery logs. Staff encourage children to manage their own risks as they carefully walk down the steep slippery steps to 'Dingle Dell'. For example, suggesting they hold a friend's hand for support. Staff are vigilant at all times and co-operate with each other regarding how many children they are taking to 'Dingle Dell'. The environment is well organised and supports children as independent learners. For example, children select from a wide range of stimulating resources, which are stored at a low-level and are easily accessible. This enables children to become confident learners and teaches them how to make choices and play independently and cooperatively alongside others.

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

The pre-school is managed by an experienced and qualified manager who is conscientious and eager to make improvements. She and the staff have a good understanding and knowledge of how to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Staff are competent in the procedure to follow and who to contact in the event of any concerns about children and colleagues. All staff have undertaken safeguarding training and the manager shares up-to-date

information on a regular basis. Policies and procedures are updated and reviewed regularly. Effective risk assessments are undertaken inside and outside, minimising hazards, in order to reduce the risk of accidents to children. All accidents are recorded and parents are informed. Staff monitor the records on a regular basis, in order to identify any common accidents. All staff are trained in paediatric first aid and are, therefore, prepared to deal with any accidents or emergencies should they arise. The manager ensures that staff ratios are met and that staff are deployed effectively, which further contributes to children's safety. Recruitment and vetting systems ensure that all adults working with children are suitable to do so.

The manager and staff have a secure understanding of the learning and development requirements for the Early Years Foundation Stage. The deputy manager monitors the observations and planning to ensure that a wide range of activities are provided to help children make good progress in all areas of learning. Children with special educational needs and/or disabilities are effectively supported as staff work in small groups with them or refer them to other agencies, such as speech therapy. This means that their learning needs are very well met. The management team encourage staff to undertake ongoing professional development, including study at degree level. This means that staff are well qualified and knowledgeable, which enables them to effectively support young children.

The staff are committed to the continuous improvement of their practice. Self-evaluation takes into account the views of children, parents and staff. There are clear and precise action plans in place, which contribute to the overall improvement of the provision. The manager shares good practice and expertise with managers from other settings. Regular appraisals and staff supervision are undertaken to monitor the professional development and training needs of staff. Regular team meetings and training also effectively support staff well in their daily work with children and families. In addition, staff carry out peer observations and give constructive feedback about their interactions with children. Parents and carers spoken to on the day have high levels of regard for the service provided. They are kept well informed of their children's progress through daily discussions and one-to-one meetings with their child's key person where they discuss children's progress more fully. Parents contribute to children's learning by sharing information with their key person using the link book. This is of particular benefit to children who speak English as an additional language. Children also have link books, which can be used to share information between other settings and childminders. They are supported in their transitions to school because staff share information with school staff in reception.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY290423
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	877769
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Moorside PreSchool Committee
<b>Date of previous inspection</b>	03/10/2008
<b>Telephone number</b>	01524 66516

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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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