

# Moston Methodist Church

Moston Methodist Church, Moston Lane, MANCHESTER, Lancashire, M40 9PA

## Inspection date

14/03/2014

Previous inspection date

20/09/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

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 making good progress in their development because staff have secure understanding of children's abilities and starting points. As a result, the children enjoy activities and experiences with a good level of challenge.
- Children are happy, confident and relaxed because they have formed strong relationships with the adults that care for them. This encourages children to test and try new situations as they are well supported by the effective key person system.
- There is a good mix of adult-led and child-initiated play and staff encourage children to make choices through free-flow play. As a result, the children are developing decision making skills through choice.
- Partnership with parents, along with other any other agencies involved with children is effective in supporting children's welfare and learning.
- Children's safety and security is given high priority. Staff demonstrate a good understanding of how to protect children's welfare if they have any concerns and risk is well-managed so that children can play safely.

### It is not yet outstanding because

- There is scope for staff to consider even more effective ways to consistently help children to learn how to share and take turns.

## 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 spoke with the manager, staff, parents and children at appropriate times during the inspection, and took account of their views.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager.
- The inspector viewed a range of written documentation including staff records and children's progress journals.
- The inspector observed activities in the indoor and outdoor environments.

## Inspector

Michelle Jacques

## Full report

### Information about the setting

Moston Methodist Church was registered in 1990. The setting operates from the main hall and two side rooms within the Methodist Church, in the Moston area of Manchester. It serves the local area, close to shops, parks and the library. The setting is accessible to all children and there are enclosed grounds available for outdoor play. It opens Monday to Friday, during school term times. Sessions are from 9.30am until 12pm and 12.30pm until 3pm. The setting does not open on Tuesday afternoons. Children are able to attend for a variety of sessions.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 39 children attending who are within the Early Years Foundation Stage. The setting provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are four members of childcare staff. All hold appropriate early years qualifications; one at level 2 and three at level 3. The setting 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:

- encourage staff to consider even more effective ways to consistently help children to learn how to share and take turns.

## Inspection judgements

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

Children are making good progress in all areas of learning and development. Staff have a good understanding of the Early Years Foundation Stage and, therefore, are able to plan and provide stimulating and challenging experiences. Staff skilfully use resources and knowledge to support and extend children's learning. For example, children show concentration while sticking sequins, this activity is extended to categorise and count the sequins promoting thinking and mathematical problem solving skills. Activities provided are challenging and varied and as a result children are consistently focused. The variety of activities is delivered in an enthusiastic manner, which contributes to high quality teaching. A parachute activity is delivered in an animated way and children respond with enjoyment. They concentrate and take turns as they practise their physical skills. Children are encouraged to self-select resources and activities. As a result, children approach their learning with independence and confidence and become deeply involved in the activities they have chosen.

Staff spend time assessing and understanding children's abilities and gather good

information on entry to the setting from parents about what their child already can do. They effectively use information gained from observations to plan for children's next steps. This effective system of assessment enables staff to provide challenging learning opportunities, which helps children to make good progress. All children have a learning journey record, which contains a variety of observations and evidence of learning achievements. Staff complete progress reports and share these with parents in regular development meetings. Parents are actively encouraged to be involved in their children's learning and two-way communication promotes learning both at home and within the setting.

Children are happy, settled and very confident as a result of the effective key person system in place. Routines are embedded which reassures children through familiarity. For example, children enjoy group-time with their key person each session. This provides an opportunity for adult-led learning directed by children's interests. Children with special educational needs and/or disabilities and those who speak English as an additional language are making good progress, given their starting points. Staff skilfully use open-ended questions to encourage children to think and demonstrate what they know. As a result, children are confident communicators. Parents comment that children who speak English as an additional language are developing and say 'my child's communication has come on well since starting at the setting and is now speaking confidently in English'. Overall, children are gaining the key skills needed for their future learning.

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

Staff are gentle, happy and caring; children and their families are welcomed into a friendly environment. Staff find out information from parents about their child's care routines to ensure their individual needs are met. Children are encouraged to be independent and confident; this is achieved by warm relationships formed with their key person. For example, children follow a self-registration procedure on arrival, finding their own name tag and hanging this onto their peg. They follow this routine with confidence and independence and staff offer praise and encouragement as required. The well-established key person system helps children to participate as they are emotionally secure. This ensures children are well prepared to make the transition to school when this time comes.

Children have warm and friendly relationships with adults and each other and their behaviour is good. However, at times the setting's methods for promoting good turn taking are not consistently applied by all staff and this results in opportunities being missed to share positive messages. Children are kept safe by appropriate procedures, such as, daily safety checks and risk assessments. Staff have a good understanding of systems to keep children safe and these are firmly embedded. Children are making good progress in their physical development and enjoy playing outdoors where they hop, balance and climb with ease. Some children's development in this area is rapid and this supports good physical health. In addition, they learn to take small risks in a safe environment, which helps them learn about keeping safe.

Children's good health is promoted by clear and consistent practices and they clearly understand good hygiene routines. They know they must wash hands before snack and

after using the toilet and occasionally staff offer gentle reminders of this practice. Children learn about their own health including how to brush teeth effectively and healthy nutritious foods. Children benefit from a well-balanced snacks and snack time is a sociable occasion where children sit together in small groups. Systems are followed to ensure that all children with special dietary requirements are included in snack time. Children develop their independence skills because staff encourage them to self-select their food and drink. Their confidence and independence is effectively supported throughout the session and this means children have high levels of self-esteem.

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

Safeguarding arrangements are strong. Staff understand their roles regarding protecting children from harm and know what to do if they have a concern about a child in their care. They diligently follow procedures to maintain a safe environment and thorough risk assessments are completed on a regular basis. Robust recruitment procedures are in place to ensure staff are suitable to work with children. Staff retention is exceptional and most staff have worked at the setting for many years providing continuity for children. All required documentation is in place and completed appropriately to support the safe and effective running of the setting.

The provider has a good understanding of the learning and development requirements of the Early Years Foundation Stage. The quality of teaching is monitored effectively and the manager is included in ratios and observes and addresses practice variations promptly. There are further plans to implement peer on peer observations as a method of self-analysis for staff in order to help strengthen the quality of teaching even further. Staff are well supported and participate in professional performance appraisal sessions with the manager. As a result, staff are motivated and enthusiastic delivering good practice. Training is accessed and there is a system to ensure that knowledge is cascaded down to fellow colleagues. This enables staff to learn from each other and promotes an environment of ongoing development.

The manager is working closely with the local authority to reflect and evaluate systems and practice. There are clear identified priorities for improvement and recommendations raised at the last inspection have been successfully addressed. The setting works closely with other settings and agencies to ensure children benefit from continuity in their care and learning. Development reviews are shared with local schools to ensure each individual makes a smooth transition to their next stage of learning. Feedback from parents is positive. For example, parents comment 'it is a brilliant setting. My child is settled and has lots of friends'. Partnerships with parents contribute significantly to the good progress children make; the staff and manager emphasise the importance of working with parents to celebrate and support learning. For example, recently children have been learning about personal health and teeth cleaning. Information has been sent home regarding this topic to encourage the learning to continue. Overall, the manager and staff work well as a team which promotes a happy and consistent environment for children to learn.

### **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 | 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>     | 500147                            |
| <b>Local authority</b>             | Manchester                        |
| <b>Inspection number</b>           | 877152                            |
| <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>      | 24                                |
| <b>Number of children on roll</b>  | 39                                |
| <b>Name of provider</b>            | Moston Methodist Church Committee |
| <b>Date of previous inspection</b> | 20/09/2011                        |
| <b>Telephone number</b>            | 0161 688 4482                     |

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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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