

New Moreton Hall Pre-school

Sebert Road, Moreton Hall, BURY ST. EDMUNDS, Suffolk, IP32 7EG

Inspection date	11/02/2014
Previous inspection date	26/06/2009

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 requires improvement

- Staff develop suitable attachments and relationships with the children. This means that all children settle into the pre-school and are generally confident and willing to try new activities.
- Staff have a sound knowledge of safeguarding and children's safety and well-being is appropriately promoted; this means that children are safe and risks are minimised.
- Effective and ongoing communication between the staff team ensures that staff understand and know their roles and responsibilities throughout the day.

It is not yet good because

- The supervision arrangements for staff do not focus on the quality of teaching, to ensure that staff effectively engage and interact with children so that their learning is continually challenged and extended.
- The use of daily routines, the organisation of space and the presentation of activities do not always provide children with a good level of challenge and interest. This means that opportunities for children to play and explore, concentrate, create and think critically are not fully fostered.
- The assessment arrangements on children do not yet include assessments of what children can do or their parents' contributions. Therefore, there is room to develop how information is gathered before children attend to ensure that staff are completely informed of children's starting points.

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 in the large playroom and the garden area.
- The inspector spoke to children, staff, managers and parents at appropriate times during the inspection.
- The inspector looked at a range of records including children's assessments, planning documentation and risk assessments.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self evaluation form.
- The inspector took account of the views of parents spoken to at the time of the inspection.

Inspector

Lisa Paisley

Full report

Information about the setting

New Moreton Hall Pre-school was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within the grounds of Serbet Wood Primary School in Bury St. Edmunds and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from one room within the children's centre and there is an enclosed area available for outdoor play. The pre-school employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2, 3 and above. The manager holds a level 5 qualification.

The pre-school opens Monday to Friday term time only. Sessions are from 8.30am until 11.30am and 12.20pm until 3.20pm. Additionally there is a lunch time club, an after school club and a holiday club. The after school club opens between Monday and Friday; sessions are from 3.20pm until 6pm. The holiday club opens between 8am and 6pm. Children attend for a variety of sessions. There are currently 45 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 a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- improve the quality of teaching by putting in place more effective supervision arrangements for staff, so that there is a clear focus on the quality of teaching and its impact on children's learning
- make sure the organisation of routines, space and planning for children's learning consistently engages, motivates and challenges children in their play and development.

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

- develop children's assessment records to include initial assessments for new children, gather information from parents about what children can already do and use this to effectively plan for each child's learning and development as soon as they start to attend.

Inspection judgements

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

Children are confident and happy in the pre-school as they arrive ready to play and take part in activities. Staff have a secure understanding of the seven areas of learning and how children learn, but some aspects of learning are less well planned for. As a result, the range of activities on offer is not always inviting for children to play and activities, such as sand and soft play materials, do not always effectively gain and sustain children's interest. This means that children do not have good ongoing opportunities to explore, be motivated and active in their play so that they can make the best possible progress in their learning. Staff make appropriate use of observation and assessment. Each child has their own learning journal and information includes observations, assessments and the next steps in their learning. Children are suitably monitored in their development as staff ensure that these records are kept up-to-date and that parents are appropriately informed of their children's progress and achievements and engaged in their children's learning. Information about children's care needs is obtained when new children start, however, staff do not gather information from parents about what their child can do in order to contribute to the initial assessment and plan for children's learning right from the start of their placement.

Children are generally supported in their language and communication skills as staff make sure that they listen and respond to what children say. For example, staff and children talk about the colour and shape of the hearts that the children are using to make Valentine's Day cards. Children are eager and enjoy sharing books with their friends and listening to stories. Staff sit with children to read stories and they are inclusive in their approach, listening to children's comments and asking some questions about the names of animals. Children have access to a range of activities that generally promotes their imaginative skills and self-expression; a small group of children enjoy acting out a traditional story using corresponding props, which include beds and dolls. They have opportunities to use the garden area where they actively engage in a range of physical activities, as they ride scooters with ease and confidence around the garden area and climb the large wooden climbing frame. Children enjoy playing with different coloured ribbons in the garden as they hold on to the ribbons while running around the garden and stop to talk to their friends. However, staff do not always take up opportunities to extend or build on children's learning by asking challenging questions and encouraging children to think critically about their play, make links between ideas and develop their own ideas. That said, staff do teach the children about the natural world and together they plant and grow flowers and vegetables and also learn about life cycles of frogs and butterflies. They ensure that children have access to a range of puzzles and construction activities, such as building blocks, which gives children the opportunity to understand about space and shape. Staff also make sure that circle time activities include a range of number songs and action rhymes that children can join in with, in order to develop their skills in counting and simple calculation. All of these activities help to prepare children for school and their next stage of learning. Older children attending the after school and holiday club take part in a range of activities, which include craft activities, outdoor play and outings in the local area. This ensures that the older children have an enjoyable time and that they are confident and secure.

Staff review the progress of the younger children and liaise appropriately with parents and health professionals when they carry out a progress check at age two. This ensures that any concerns are identified and acted upon at an early stage and provides an opportunity for some parents, with children aged two years, to receive information on their child's progress. The staff are competent in supporting children with special educational needs and/or disabilities in order that they make progress in their learning and development. Children with English as an additional language are appropriately supported as the staff work closely with parents to understand their children's needs. Staff learn some familiar words in the child's home language, select appropriate dual language books and use an electronic translator, in order to help children settle, feel secure and build on their language skills.

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

Staff ensure that suitable attachments and relationships are developed with the children so that children can settle in quickly at the pre-school and they are confident to take part in activities. Parents are able to talk to their key person at any time and there are discussions between the parents and staff during arrival and departure times. This means that staff know the children well and that they can meet children's individual care needs. Staff make sure that transitions for children moving on to school are supported as they meet with the teachers and arrange visits prior to children starting school.

Children have opportunities to play outside and be physically active and energetic on a daily basis. Staff ensure children's lunches are organised in a timely way and provide suitable support so that children are relaxed and confident while having their midday meal, as they sit with them and talk about the morning activities. Midday meals and snacks are healthy and parents who provide their children with a packed lunch are encouraged to provide healthy options. Snack time is equally sociable, but the way it is currently organised means that all children have to stop what they are playing with at the same time with and join together for their snack. This routine interrupts learning for those children who are fully absorbed and does not encourage children to make independent choices about when they would like a snack. Children learn about being safe and are reminded by staff to about not running inside and using the large climbing frame safely. Children also take part in regular fire drills to ensure that they know how to be safe in the event of having to evacuate the premises.

The pre-school is a warm and welcoming environment as staff make sure the playroom is set up and ready each morning for children attending. Resources and equipment are safe and suitable for children to play with and are accessible to them. A combination of children's artwork, photographs and posters is displayed to promote children's sense of belonging and emotional well-being. Children generally behave well and play together appropriately, as they share, take turns and cooperate with each other. However, at times during the session staff are too focused on routine tasks, which take them away from working closely with the children. These routine tasks prevent them from making the best use of space and resources to provide good quality learning experiences to keep the

children motivated. As a result, some children become bored and lose interest as they wait for snack time or the next planned activity.

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

The pre-school meets the requirements for safeguarding and there are no causes for concern. The inspection was brought forward after Ofsted received information from a parent and a notification from the pre-school. The concern related to an incident of a child leaving the pre-school, as children and families were arriving at the premises. The inspection found that the managers immediately reviewed the arrival and departure procedures and they updated their practice and risk assessment to reflect these changes. This action has ensured that children are suitably safeguarded during this time of the day. Appropriate checks on staff working with the children are carried out to safeguard children and the welfare of children is closely monitored. All staff have a clear understanding of what to do if they have a concern and they know the role of the designated safeguarding officer.

The staff team is well established and many of the staff have worked together for a number of years; as a consequence, they work closely as a team. Records, policies and procedures are well organised and work well in supporting the pre-school. Policies and procedures are routinely reviewed and updated as needed. The management team makes appropriate use of self-evaluation to reflect on and review the effectiveness of the pre-school and contributions from parents, children and staff are welcomed and included in this process. They have plans to develop the large outdoor garden area and improve the cosy area where children can access books. This demonstrates that the pre-school has a capacity to improve. The majority of staff are qualified at level 3 and have completed training in first aid, safeguarding and food preparation. They also have opportunities to attend additional training, which forms part of a professional development programme. Yearly appraisals are in place for all staff and the manager has recently implemented supervision arrangements in order to support staff in their roles and monitor the effectiveness of the educational programme. However, the arrangements for staff supervision are not yet rigorous enough and do not clearly focus on the quality of teaching or monitor the way staff work and interact with the children. This means that the quality of teaching is not yet good.

The staff team has made links with other early years settings and early years professionals, including the nursery which is situated on the same school site. Information about children who attend both the nursery and the pre-school is shared appropriately, in order to support the children in their learning and ensure their care needs are met. Staff have effective relationships with parents. They use newsletters, notices, ongoing discussions and regular parent evenings to make sure that parents are kept informed about the pre-school and are involved in their children's learning. Parents spoken to at the time of the inspection are complimentary as they feel that the staff are friendly, that their children are settled, happy and are making progress in their development.

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

Unique reference number	251578
Local authority	Suffolk
Inspection number	950638
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	45
Name of provider	New Moreton Hall Pre School Committee
Date of previous inspection	26/06/2009
Telephone number	01284 702129

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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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