

Mossley Hill Pre-School

St Matthews and St James Church Rooms, Rose Lane, Mossley Hill, Liverpool, Merseyside, L18 8DB

Inspection date	25/04/2014
Previous inspection date	13/05/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Teaching is good because staff fully understand how to promote children's learning, using continuous assessment to support their rapid progress.
- Children are safeguarded well and their ongoing safety is given a good priority. This ensures that children are safe and protected from harm.
- Children who speak English as an additional language and those with special educational needs and/or disabilities are supported well by effectively trained staff and outside agencies.
- The dedicated staff team make continuous improvements by successfully reflecting on their practice and using feedback from parents and carers.

It is not yet outstanding because

- There is further scope to enhance the already well-planned garden so that children can use the space more easily, particularly with regard to larger equipment and wheeled toys.
- Staff are good at talking to children during play about height and size; however, there are fewer resources available for children to be able to measure things for themselves.

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 staff engaging in a range of indoor and outdoor learning activities, play and daily care routines with children.
- The inspector spoke with the manager, key persons and children at appropriate times throughout the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's improvement plan.
- The inspector looked at children's assessment records and planning documentation, and a selection of policies and children's records.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Paula Kerrigan

Full report

Information about the setting

Mossley Hill Pre-School was opened in 1991 and is registered on the Early Years Register. It is committee run and operates from the main hall of St Matthews and St James Church in Mossley Hill, Liverpool. There is access to an enclosed outdoor play area. The setting primarily serves the local community. It opens on a Monday and Thursday from 9.30am until 2pm, and on a Tuesday and Friday from 9.30am until 12.30pm during term time only. Children attend for a variety of sessions. The setting receives early education funding 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 currently 23 children on roll, all of whom are in early years age group. There are currently four staff working directly with children, all of whom have appropriate early years qualifications at levels 2 and 3. One member of staff holds Qualified Teacher Status. Staff receive support from the local authority and the setting is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- enhance children's use of the outdoor area by developing this further, so that they can ride wheeled toys and use the space more easily
- extend the range of resources available to children to develop their awareness of mathematical concepts even further during everyday play, such as size.

Inspection judgements

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

Children across the pre-school are making good progress in their learning and development. Staff support children's ongoing development well. They gather information about children's starting points from parents and use these to provide experiences and activities which promote children's learning. Staff talk to children as they fill containers at the sand tray, introducing language to discuss size and capacity. This results in children developing their mathematical and problem-solving skills. Staff support children's communication and language as they talk to children through their play and ask questions that encourage children to think. They talk about how high their buildings will be and count the blocks. However, staff miss some opportunities to extend children's mathematical awareness even further by including additional resources to enhance their learning. For example, children are not provided with resources to measure how high their building is for themselves. Staff organise themselves well and use good teaching strategies to support children's individual interests. Younger children's interests are enhanced through malleable play, for example, mini beasts and spoons are introduced into

the soil play. Children think for themselves and remove some resources from the soil to continue their play.

Adult-led group activities help children to learn that pictures have meaning, as well as recognising familiar words around them. For example, children are asked to find the mini beasts among the picture cards and make the sound of the first letter of the mini beast name. This supports communication and language development, including letter recognition and confidence to perform a task in front of others. Children experience the same variety of play and learning inside as they do outside. However, children's physical development is not always as effectively planned for outside. There is less emphasis placed on the promotion and use of larger equipment and wheeled toys. Staff have a clear understanding of how to support children's learning, both inside and in the outdoor area.

Children's progress is carefully and effectively monitored and promoted using a successful assessment, planning and observation system. Staff use initial information gathered from parents to support children's interests in their first few weeks, observing their achievements so far and planning their next steps. All staff are actively involved in observing all children's progress and they share relevant information with the key person. This enables staff to feed back to parents. They use information about achievements at home to provide planned activities and play opportunities to move children on in their development. This provides children with the skills needed in readiness for school.

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

Staff work effectively with parents to settle children into the pre-school. Therefore, children settle quickly and make close bonds with their key person. This secure attachment also supports children's emotional readiness for their next stage of learning. Staff are good role models for children. They support children's understanding of good manners and help children to cooperate in their play. Their positive examples also help children to understand about keeping themselves healthy and safe. For example, children know how to wash their hands before snack and remind others that they are not allowed past the folding door without an adult. Children are reminded and listen carefully to the rules about running in the pre-school, slowing their excitement down to a quick walk.

Staff are good role models who work together strongly as a team. Children copy this in their social interactions and are keen to rise to staff expectations. For example, they behave well because staff have a consistently strong approach to promoting positive behaviour. Staff explain the need to share toys, take turns and be a good friend. Children are keen to be helpful, such as tidying away toys; staff celebrate their achievements by saying 'well done' and 'thank you'. Children's health is well promoted because the pre-school follow good hygiene procedures and practices which meet the children's physical, nutritional and healthcare needs. They demonstrate a good understanding of the importance of washing their hands at appropriate times, and have access to facilities where they can independently manage their toileting needs. These teaching strategies develop children's self-esteem and social skills well, preparing them for their future learning.

Resources are good quality, accessible and well labelled to promote children's self-selection. They are freely available throughout the children's time at pre-school, including toys that promote positive images of today's society. Children receive a rich and varied experience to learn about people's differences, celebrating many festivals, such as, Eid and Smingus-Dyngus. Children with English as an additional language are supported well, with a strong, positive reflection on their home language and good levels of support in their speech and language skills. Staff work in close partnership with parents to offer consistent approaches to their children's language development. Staff support children who have special educational needs and/or disabilities, and follow recommendations from other professionals to support their learning and well-being. Staff have good links to local schools to aid children's smooth transition to school. They provide role play resources and use transition boxes. Additionally, they organise visits from children who attend the school to help prepare the younger children for their next step into formal education. Therefore, children are well prepared for school and their future learning.

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

Leadership and management of the pre-school are good. The management team have a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. Staff have a clear understanding of their responsibilities of how to keep children safe and free from harm. They receive regular safeguarding training and have accessible procedures to follow. The management team carries out robust recruitment procedures to provide children and their families with suitable staff to work with the children. These checks are carried out regularly and routinely. The management has thorough procedures in place to deploy staff effectively, to enable all children and probationary staff to have close and sufficient supervision. Ratios are adhered to throughout the pre-school. The manager actively engages with all staff and children in their learning environment throughout the day. She clearly demonstrates her awareness of staff skills and identifies areas for improvement.

Documentation to promote children's welfare is professionally completed and monitored at all times. Attendance is accurately recorded, showing exactly how many children and staff are present at any given time. Accident records are produced and monitored to make changes to the environment and so further enhance children's safety. Staff effectively communicate any concerns to monitor any ongoing welfare or developmental issues. They have a clear knowledge of who to refer ongoing concerns to. All policies and procedures are updated regularly and are accessible at all times for staff and parents. This includes safeguarding information, such as a mobile phone policy. A thorough risk assessment is carried out for both indoors and outdoors to provide children with a safe and secure environment. Changes are immediately made when hazards are identified.

Staff act in a professional and appropriate way, promoting positive working relationships with each other. Their professional development is actively encouraged. Junior staff are encouraged to complete professional qualifications to levels 2 and 3. Qualified and senior staff are encouraged to attend regular workshops and training to enhance their professional knowledge and skills. This enables them to provide a continuously improving

service for both children and their families. An effective evaluation programme is used to monitor staff performance, and support is given when areas for improvement are identified. Staff work well with parents to provide them with a good range of displayed verbal and written information. Parents feel reassured that their children are happy in the setting and appreciate the support that staff give, especially when settling children into the pre-school. Staff work well alongside other professionals, gaining advice and support to promote continuity in children's care and learning.

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	322456
Local authority	Liverpool
Inspection number	877093
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	23
Name of provider	Mossley Hill Pre-School Committee
Date of previous inspection	13/05/2010
Telephone number	01517244215

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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