

Mossley Pre-School

Old School, Community Centre, Leek Road, CONGLETON, Cheshire, CW12 3HX

Inspection date

12/06/2014

Previous inspection date

17/10/2011

The quality and standards of the early years provision

This inspection:

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

- The quality of teaching is consistently good and stems from a sound understanding of how children learn actively while engaging in stimulating play activities. As a result, children make very good progress.
- Partnership with parents is a particular strength in this pre-school. Parents feel welcome and valued and as a result, their children feel safe and settle well. Children with special educational needs have their learning and development needs met because the pre-school makes timely referrals and liaises with other professionals.
- Good leadership and management underpin the enthusiastic and supportive teamwork in this community pre-school. All practitioners are good role models who support children to understand and demonstrate acceptable behaviour.
- Children are safe in this pre-school because risk is managed well and safeguarding procedures are strong.

It is not yet outstanding because

- Outside play is not organised sufficiently well to ensure that all activities have a designated space.
- There are occasions when some routines do not fully promote children's independence.
- There is scope to be more specific when setting targets for individual practitioners, in order to build further on good practice.

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 playroom and the outside environment.
- The inspector conducted a joint observation of a planned activity with the manager.
- The inspector met with the manager and the chair of the voluntary committee.
- The inspector looked at assessment, planning and observation documents.
- The inspector checked evidence of the suitability and qualifications of committee members and all practitioners working with children.
- The inspector took account of the views of parents and carers spoken to on the day and from comments published on the pre-school's website.

Inspector

Susan King

Full report

Information about the setting

Mossley Pre-School was registered in its current premises in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two large halls in the Old School Community Centre in Mossley, Congleton in Cheshire. There is a fully enclosed area available for outdoor play. The pre-school is managed by a voluntary parents' committee. It serves the local area and is accessible to all children. The pre-school employs nine members of childcare staff. All childcare staff hold appropriate early years qualifications at levels 2 and 3, including one with Early Years Professional status. The pre-school opens Monday to Friday during term time. Sessions are from 9.15am to 3.15pm, including a lunch club from 11.45am to 12.45pm. Children attend for a variety of sessions. There are currently 72 children attending, all of whom are in 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. The pre-school 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:

- review the organisation of outdoor activities so as to ensure that energetic play does not encroach on the play of children taking part in other activities
- enhance the existing opportunities for children to be independent, for example, by considering how the snack routine could further involve the children
- build on the existing good practice in performance management to establish more specific and measurable targets for practitioners.

Inspection judgements

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

Teaching is good in this pre-school. Practitioners have a sound understanding of how to promote children's learning through well-planned continuous provision. As a result, the activities are presented in ways that engage and challenge all children. The children arrive at pre-school to find an inviting and stimulating play and learning environment in the hall space. They can choose freely from a range of activities that promote learning across all areas of learning and development. An attention to detail ensures that, for example, children have opportunities to practise making marks and writing in the role-play area on a clipboard, as part of making greetings cards, and outside with chalks and pots of water with brushes. Practitioners skilfully support children to experiment and take their own next

steps in learning. For example, older children are learning to write their names, while younger children are encouraged to notice the marks they make with chalks, pencils and brushes. Children are, therefore, supported to make good progress in their learning as they grow. One practitioner models the painting of big anti-clockwise circles and left to right zigzags with water on the outside wall. These big movements support children in learning the correct formation for written letters and numbers. The activities indoors and outdoors effectively promote all types of learning. However, in the outdoor area the energetic riding of wheeled vehicles dominates the space and sometimes encroaches on other activities. For example, the little group of children who are busy working together to solve the problem of how to put their gutters back together to make a sloping ball run, are in the same space being used by children playing on the bikes and cars.

Practitioners know children and their families well. This enables them to engage children in meaningful conversations, that include the recall and prediction of events at home and at pre-school. As a result, children learn to connect ideas and events and to express themselves effectively. Children's vocabulary is increased because practitioners talk to them as they play. For example, children enjoy trying out the words humpback whale as they play with toys in the outside water tray. Planning for children's learning includes focused activities, such as using paint to explore what happens when colours are mixed together. As a consequence, children are making good or better progress in their learning. Children learn to follow routines, such as stopping to listen to instructions and sitting together for story and rhyme time. As a result, children have the skills they need to make confident moves to other settings including school.

Assessment of children's progress is accurate and so children's further learning is supported. Children all have a key person who collects observations, photographs and examples of work in the child's individual scrapbook. These books are interesting for the children and informative for parents. Parents contribute to an assessment of what their children know and can do when they start pre-school. Learning and development is tracked and a learning summary is completed periodically, to ensure that children's progress is in line with typical development. The summary sheet complements the daily exchange of information between parents and pre-school. This good communication means that children's learning at home is promoted effectively by the pre-school. Where children have special educational needs and/or disabilities, their learning is supported through good partnership working with other professionals and settings.

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

Relationships between practitioners, children and their families are very good in this pre-school. Children demonstrate that they feel happy and secure as they play together and with familiar practitioners. There is an unmistakeable sense of this being a caring environment where each child is valued equally. The practitioners are effective role models who demonstrate, explain and reinforce their expectations for children's behaviour. For example, children know that when they hear the tambourine shaking they must stop and listen to instructions or information. Practitioners constantly motivate children's play so that they remain active and interested, and therefore, behave well. For example, children riding on the vehicles talk with a practitioner about the journey they will make and where

they will go. The children are absorbed and excited as they play.

Children are safe in the pre-school. Risks are well managed and consistent routines ensure that children play safely. Children make local outings on foot and there are risk assessments in place to ensure that the journey is safe for everyone. For example, parent helpers are given specific roles and they follow the guidance of pre-school practitioners, as the group walks along the footpaths and crosses the roads. Resources are plentiful, of good quality and safely maintained. Children demonstrate good care of all equipment, toys and books because of the good example set by the practitioners. Children are learning about staying safe in the sun. They bring or borrow sun-hats and are helped to apply sun-cream. One child eating snack says about another child, 'he hasn't got his hat on!'. The practitioner explains that, while the children are in the shade he does not need his hat. This teaching helps the children to gain more understanding of sun safety. Children learn appropriate hygiene routines and understand why and when they have to wash their hands.

Children's independence is well fostered by the way the learning environment is arranged and when they learn to use the toilet by themselves. However, when children come to the snack table there are few opportunities for them to be independent in preparing, choosing and serving their food and drink. The food offered is healthy and varied across the week. Practitioners receive in-house training that ensures the food and drink is stored and prepared safely. Children have good opportunities to exercise when they play freely outdoors. Their physical development is supported further when they take part in fun activities, such as walking with beanbags on their heads. There is good partnership working between the pre-school and the nearest school that most children will move to. For example, pre-school children attend school performances, such as the Christmas Nativity and the pre-school parents' evenings take place at the school building. Practitioners invite other schools to visit the pre-school and work in partnership with parents to support the move to school of all of the children. As a result, children are emotionally well prepared to start school.

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

Leadership is good. The practitioners work well together as a team as they transform the bare halls into a pre-school, before welcoming the children and parents. Clear planning for activities ensures that this is achieved quickly and safely once the rooms have been vacated by the out of school club. Practitioners understand and implement the safeguarding and welfare requirements. They know what to do if they have concerns about any child in their care. This is because the leadership provided by the manager and committee gives suitable priority to child protection procedures. For example, there is a safeguarding quiz sheet that helps practitioners to refresh their knowledge. Recruitment practice is robust. Vacant posts are advertised locally to inform a shortlist. Interviews include a session spent with the team and children at the pre-school. Successful candidates provide references and have their suitability checked via the Disclosure and Barring Service before their appointment is confirmed.

Self-evaluation, reflection and improvement is evident and effective. Recent changes to observation, planning and assessment practice are improving the monitoring of teaching and learning. The manager checks all the child progress records and then supports practitioners to develop their assessment practice. As a result, the children's scrapbooks are an accurate record of each child's growth and development. The tracking and summary sheets in the books help to ensure that concerns about development are noticed early and that appropriate action is taken. All practitioners working at the pre-school hold early years qualifications. Two practitioners are going forward to study towards their level 3 this year and this is part of the drive to improve the pre-school. Annual appraisal of practitioners is conducted by the manager. The manager's appraisal is carried out by the chair of the voluntary committee. Supervision meetings are a further opportunity to discuss practitioners' well-being and practice. The manager is supportive and is particularly keen to encourage the professional development of less confident practitioners. However, individual practitioners' targets sometimes lack specific focus. As a consequence, there are some missed opportunities to ensure that practitioners' individual achievements are measurable and contribute fully to the drive to improve.

Partnerships with parents are strong. This is because leaders and practitioners consider that good relationships with families are integral to the education that the pre-school provides for the children. Parents comment that they feel well informed about their children's progress. The planning board gives them information about what children are doing at pre-school so that they can support their learning at home. There are good working partnerships with other professionals. For example, when children have special educational needs and/or disabilities. Partnerships with schools are well-developed and ensure that children make successful moves to the next stage of their education.

The Childcare Register

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| The requirements for the compulsory part of the Childcare Register are | Met |
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| The requirements for the voluntary part of the Childcare Register are | Met |
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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

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| Unique reference number | EY274354 |
| Local authority | Cheshire East |
| Inspection number | 872768 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 26 |
| Number of children on roll | 72 |
| Name of provider | Mossley Pre-school Committee |
| Date of previous inspection | 17/10/2011 |
| Telephone number | 0798 6442702 |

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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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