

Moredon Pre-School

Moredon Community Centre, The Street, Swindon, Wiltshire, SN25 3ER

Inspection date	04/12/2014
Previous inspection date	04/10/2010

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 make good progress in their learning and development because staff have a good understanding of how children learn and demonstrate effective teaching strategies.
- Children are happy, interested and eager to try new experiences. They show good levels of curiosity, imagination and positive behaviour.
- Children are safeguarded well and staff give a high priority to their ongoing safety.
- The provider and staff work well together and are committed to continually developing the pre-school. They take well targeted steps to address any areas they identify for improvement.

It is not yet outstanding because

- On occasions, some staff do not use challenging questions or introduce new vocabulary to the children. As a result, children's communication and language skills are not always fully extended.
- Staff miss opportunities for children to extend their already sound independence skills as staff carry out tasks for children that they could do 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 activities in the playrooms and outdoor play area.
- The inspector held discussions with the provider and spoke with the staff and children at appropriate times during the inspection.
The inspector sampled children's learning journeys, planning documentation, evidence of suitability of staff working in the pre-school, and a range of other documentation.
- The inspector invited the provider to undertake a joint observation.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Julie Swann

Full report

Information about the setting

Moredon Pre-school opened in 1977. The pre-school operates from rooms in Moredon Community Centre, North Swindon, Wiltshire. The pre-school is open five days a week during term time. On Monday, Tuesday, Wednesday and Thursday the pre-school is open from 8.45am until 3pm and on Friday from 8.45 am until 11.45am. The pre-school is registered on the Early Years Register. There are currently 36 children aged from two to under five years on roll. Children attend for a variety of sessions and the pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are six members of staff working directly with the children, all of whom have relevant early years qualifications. The pre-school 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:

- extend further staff's use of questioning techniques, to fully support and extend children's communication skills by modelling and extending vocabulary linked to activities, and posing challenging questions to help children expand on their ideas
- offer children further opportunities to gain independence by allowing them to carry out more tasks for themselves, for example, pouring their own drinks and wiping their own noses.

Inspection judgements

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

Children's progress in their learning is good because staff have a thorough understanding of how to engage children's interests and support their development. Staff complete regular observations and assessments of children and plan interesting activities that reflect children's interests and capabilities. Staff use the information gathered to help identify areas where children are below or exceeding expectations, as well as their progression since the last assessment. Parents meet with key staff to discuss their child's development and learning and help complete the required progress check at age two. Parents are continually involved in their children's next steps in learning and development and staff give parents lots of opportunities to contribute into their children's profile. This results in children making good progress, given their starting points, and prepares them for their future learning in school when the time comes.

Overall, staff demonstrates effective teaching methods to support children's

communication and language. Children have access to a wide selection of books and staff use books and stories well to reinforce listening, learning and topics. Staff help children to form letters and sounds through songs, rhymes and stories. For example, many of the children learn to recognise their own and other's names during group times, and some begin to link the initial sound and letter of their name. However, there are occasions when some staff are less confident with the aims of activities and the key vocabulary they can introduce. For example, children were excited as they experimented with bubbles and water, and squealed with delight as the bubbles dissolved in their hands. In addition, children filled different sized jugs from the water tray to transport and water the plants. However, staff did not always consistently extend the activity with talk about the different textures of the bubbles as they dissolved. They did not always ask challenging questions to help children expand their ideas, such as asking 'Why do you think bubbles dissolve?' and 'Who has the most and least water?' Consequently, staff do not always ask challenging questions to fully extend children's communication and language skills.

Staff support children's understanding of mathematics as staff introduce counting and using numbers in everyday play situations. For example, children counted how many pots of butter they had for their toast and how many chairs they would need at snack time. Children recognised that objects are smaller, longer and larger as they played with wooden shapes and built towers, gaining a good understanding during role play of how to measure by size. This enhances their mathematical development. Children enjoy taking part in a good variety of arts and craft activities and have ready access to a variety of creative resources. For example, children used glitter pens to make their own designs on Christmas calendars and used large chinks outdoors to draw their 'house' and 'dogs'. This helps to ensure that children develop their expressive arts and design skills. All children benefit from opportunities to play outside on a daily basis. For instance, staff provided children with plenty of opportunities for fresh air, exercise and outdoor learning. This is especially important for those children who prefer outdoor play. Children choose to play indoors or outside and the wide range of activities in the outdoor learning environment successfully complement and match those provided inside. This helps to ensure continuity of children's progress and development.

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

The key-person system is well established and each child has a special person who works closely with the family as a whole. All children settle well and show a strong sense of belonging within the pre-school. This is because staff have a good knowledge of their individual likes, needs and routines. Consequently, this supports children's personal, social and emotional development and well-being. Staff act as good role models for children and provide secure boundaries. Children's behaviour is good and appropriate to their age and understanding. Staff work closely with parents and each other to ensure that children receive clear and consistent messages about behaving appropriately. As a result, children increasingly display acceptable ways in which to behave.

The pre-school environment is organised and equipped with open-ended resources, so children can be independent and make choices in their learning indoors and outside.

Children eat a varied balanced snack, which includes fruit and vegetables, develop some independence as they butter their toast at snack time, select and clear their own plates, and give out cups to their friends at the table. However, at times staff missed opportunities to promote children's emerging independence. For example, snack time is a missed opportunity to develop children's pouring skills and staff were seen to wipe older children's noses for them, rather than supporting the children to try for themselves.

Children develop an understanding of how to keep themselves safe and how to manage risks in their environment. For example, children enthusiastically free-flow indoors and outside to explore, supported by staff who remind them not to run as they exit. In addition, staff give children gentle reminders to help them understand how to stay safe, such as why they need to sit properly on their chairs or not run with scissors. Children enjoy playing outdoors, as the range of equipment and activities give children challenge and excitement to sustain their interest. Before playing outside, children find their own coats and shoes, which they put on with minimal help from staff. This has a positive impact on supporting children's healthy lifestyles.

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

The registered person, who is also the manager, is committed to providing a high quality service and making continuous improvements to ensure the needs of children and parents are a priority. Staff have a good understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements. All staff have attended first-aid and safeguarding training and are aware of local safeguarding procedures. The provider has a well-detailed range of policies and procedures, such as safeguarding, mobile phone and camera, and e-safety. This means that staff have an accurate knowledge of how to keep children safe and what to do if they are concerned about a child or member of staff. Staff recruitment and selection procedures are robust. Staff follow an induction programme and there are regular supervision and team meetings. The provider uses supervision meetings to support staff and ensure that they have the opportunities for continual professional development, through attending further training. These systems all contribute to improving practice and outcomes for the children.

The premises are safe and secure and the maintenance of the facilities and safety systems are good. Staff carry out risk assessments, including daily checks, to help ensure the environment remains safe at all times, with any potential hazards identified and minimised immediately. Staff receive ongoing support from the provider, who works alongside them daily and regularly monitors children's learning records. The provider ensures that staff complete all planning weekly and it is adapted to meet all children's interests, any additional needs they may have and their stage of development. This helps to ensure staff provide a broad range of experiences and that children continue to make good progress in their learning. Self-evaluation is thorough and includes an overview of what the pre-school does well, taking into account the views of parents, staff and outside agencies. Staff, as part of the observation and assessment process, note children's views and comments. This helps to guide and improve practice further.

The provider and staff have good links with outside professionals, such as speech and language specialists, to support children with special educational needs and/or disabilities, which enable them to reach their full potential. Staff work well with schools children move on to, which makes their move a pleasant experience. For instance, staff invited reception teachers to the pre-school to meet children before they moved into their care and to discuss their progress with their key person. Information sharing between the nursery and parents is effective. This is because staff regularly inform parents of their children's care, progress and next steps in learning. Parents spoken to during the inspection commented extremely positively about the pre-school, on the friendly staff team and how settled and well their children develop. This helps to ensure continuity of 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	511111
Local authority	Swindon
Inspection number	843328
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	36
Name of provider	Moredon and Rodbourne Cheney Community Association Committee
Date of previous inspection	04/10/2010
Telephone number	01793 535887

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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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