

Moore Pre-School Nursery

Sandymoor Hall, Pitts Heath Lane, Runcorn, Cheshire, WA7 1XA



Inspection date

26 February 2015

Previous inspection date

10 March 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has not informed Ofsted of all changes to the committee within the correct timescale. Children's welfare is not fully assured as suitability checks are not in place for all committee members.
- Children who speak English as an additional language are not fully supported. Staff do not encourage children to use their home language in play.
- Small group circle time activities are sometimes disrupted by other children joining and leaving the group as they finish their snack. This makes it harder for children to concentrate or to listen and engage in discussion.

It has the following strengths

- Children who have special educational needs and/or disabilities are well supported by targeted teaching, visual support and effective partnerships with parents and health professionals. They make good progress in their personal, social and emotional development, as a result.
- Teaching of understanding the world is very good. Children explore nature and show excitement when they find a frog in the garden. They learn about celebrations and traditions from around the world and confidently take photographs on tablet computers.
- Parents share detailed information about their child when they first start. This helps staff get to know children quickly and swiftly put plans in place to help children make progress in their learning.

What the setting needs to do to improve further

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

- ensure that Ofsted are provided with all the required information to enable them to complete the process of checking the suitability of committee members, within the required timeframe
- provide opportunities for children who speak English as an additional language to develop and use their home language in play.

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

- review the organisation of snack time so that, when children finish eating, they do not disrupt other children engaged in small group activities.

To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body (compulsory part of the Childcare Register)

Inspection activities

- The inspector looked at relevant documentation, including planning, observations and assessment records. She also looked at a range of policies, evidence of the suitability of staff and first-aid qualifications.
- The inspector observed activities and care practices in the playrooms and within the outside play area. She conducted a joint observation with the manager.
- The inspector spoke with children and staff. She also held a meeting with the manager and deputy manager.
- The inspector took into account the views of parents and carers spoken to during the inspection and read their comments in children's learning records.

Inspector

Valerie Aspinall

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff plan a range of challenging activities tailored to individual children's interests and the next steps in their learning. For example, small groups of children practise catching different sized balls. The use of balls modelled on popular game characters, means that children who sometimes struggle to take turns, patiently wait and keep trying until they succeed. Children generally enjoy large group activities, they know it is their turn to talk, when they hold the Chinese dragon. However, sometimes smaller group activities are disrupted by other children joining and leaving the group when they finish eating snack. This means that some children are less able to listen, concentrate and contribute to small group activities. Children who have special educational needs and/or disabilities are very well supported by targeted teaching. However, children who speak English as an additional language make slower progress in acquiring English, because staff do not fully support them to use their home language in play.

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

Children's well-being is not fully assured, because not everyone who has involvement with the pre-school, has been appropriately checked by Ofsted. The environment is safe and well resourced, particularly outdoors, where children can choose from a variety of interesting resources. Staff are keen for children to develop independence. They watch closely as children take appropriate risks as they balance carefully on the crates and support them to serve themselves at snack time. Children succeed in eating with chopsticks, when encouraged to keep trying. This positive attitude to learning helps prepare children for their future learning at school. Children are reminded to play safely and encouraged to adopt healthy eating habits. Warm relationships with their key person helps children to settle quickly and enjoy their day.

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

The provider has not informed Ofsted about all changes to the committee. This means that suitability checks have not been completed on all committee members. This does not fully assure children's welfare. However, on a day-to-day basis, children are protected from harm because staff have completed safeguarding training. As a result, they have a secure understanding of the signs of abuse and the procedures to follow if they have a concern about a child in their care. The management team have worked hard to improve the quality of teaching. They provide in-house training and have developed robust systems to monitor staff performance. They audit children's progress and address any gaps in children's learning. For example, they purchased tablet computers to effectively boost children's learning within technology. Parents are very happy with how the pre-school keeps them informed of their children's learning and say their children have made excellent progress.

Setting details

Unique reference number	EY273777
Local authority	Halton
Inspection number	975973
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	29
Name of provider	Moore Pre-School Nursery Committee
Date of previous inspection	10 March 2014
Telephone number	01928 597710

Moore Pre-School Nursery has been operating for over 30 years and was registered in 2003. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or 3, including two with additional level 6 qualifications. The pre-school opens, from Monday to Friday, term time only. Sessions are from 9.15am until 2.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

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