

# Morehall Pre-School

Morehall CP School, Chart Road, Folkestone, Kent, CT19 4PN



## Inspection date

23 April 2015

Previous inspection date

25 November 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The manager improves her knowledge and skills by attending training courses. This helps her support staff in their practice, which has a positive impact on children's learning experiences.
- Partnerships with the children's centre and school are well established. These partnerships ensure children and their families receive good support for children's learning and well-being.
- The children play in a well-equipped, welcoming environment. They have easy access to a wide variety of resources, which support their learning and interests well.
- Staff have good knowledge and understanding about their responsibilities and roles with regard to protecting children in their care. This ensures safeguarding requirements are met.
- Staff have developed strong relationships with families, having often cared for siblings in the past. This promotes consistency of care for the children and families.

### It is not yet outstanding because:

- Parents receive regular updates on their child's achievements but are not as well informed about the activities planned to help them to progress further. This does not support a fully shared approach to promoting children's learning between the pre-school and home.
- Staff do not provide as wide a range of activities outdoors as they do indoors, which means that children who prefer to play outdoors have fewer opportunities to enhance their learning.

## What the setting needs to do to improve further

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

- offer more opportunities for parents to take an active role in planning for their child's future learning
- extend further the range of activities available in the garden.

### Inspection activities

- The inspector completed a joint observation with the manager.
- The inspector observed the quality of teaching and learning throughout the inside and outside area.
- The inspector spoke to a selection of parents and took account of their views.
- The inspector spoke to staff members at appropriate times.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff, safeguarding policies and procedures and a range of other documentation.

### Inspector

June Keeler

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The staff promote children's learning well. They ensure that children can easily access the toys and encourage them to become independent learners. For example, during the inspection, when children wanted more containers to water the flowers, they went to get cups themselves. They showed understanding of the world by saying that the flowers need water to grow, and joked that they were giving the flowers a bubble bath. A science experiment to inflate balloons with gases produced from yeast fascinated children and they revisited the activity several times during the day to check on progress. This shows the good quality teaching and children's high levels of interest and involvement. Children confidently explore resources for themselves and they play for long, uninterrupted periods. This helps them to develop essential key skills for their future learning.

### **The contribution of the early years provision to the well-being of children is good**

The staff practise regular evacuation drills with all children. This helps ensure children know what to do in an emergency and develops their understanding of how to keep themselves safe. Staff establish positive relationships with children and these effectively support their emotional well-being. Consequently, children feel confident and enjoy meeting new people. Staff meet children's care needs well, including providing healthy and nutritious snacks. Children have regular access to the garden area. As a result, they receive plenty of fresh air and opportunities to be physically active. The staff complete daily observations and regular assessments, which clearly track the children's progress. This helps highlight any gaps in their learning and promotes children's progress as the staff accurately plan for their next steps in learning.

### **The effectiveness of the leadership and management of the early years provision is good**

The manager has met the recommendations set at her last inspection. She has developed a monitoring system for individual children's progress and so has improved outcomes for children. The manager and staff have a good understanding of their roles and responsibilities to meet the requirements of the Early Years Foundation Stage. The manager provides regular observations, appraisals and training. The manager is reflective in her practice and encourages staff to reflect on the activities and care they provide. This ensures the manager and her staff constantly strive to improve their service. Word of mouth recommendations reflect the good relationship the manager and staff have with parents and the community. Parents echo this by saying how happy they are with the care they receive. The manager works collaboratively with staff helping to ensure that all children are making good progress, including those with special educational needs. The manager and her staff have a good understanding of how young children learn and develop. For instance, children can work at their own pace and staff ensure the planned activities match the children's interests and needs.

## Setting details

<b>Unique reference number</b>	127389
<b>Local authority</b>	Kent
<b>Inspection number</b>	825419
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Morehall Pre-School Committee
<b>Date of previous inspection</b>	25 November 2009
<b>Telephone number</b>	01303 270187

Morehall Pre-School registered in 1992. It operates from Morehall Primary School in Folkestone, Kent. The pre-school opens five days a week during school term times. Sessions operate between 8.30am and 4pm Monday, Tuesday, Thursday and Friday and from 8.30pm to 3.00pm on Wednesday. There are eight staff working with the children, seven of whom hold relevant qualifications between level 3 and level 5. The pre-school receives funding to provide free early years education for children aged two, three and four.

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