

Moss Lane Pre-School

Scout HQ, Moss Lane, Lostock Hall, Preston, PR5 5BT



Inspection date

22 May 2015

Previous inspection date

17 October 2011

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- Risk assessments are not effective enough. Records of the children's times of attendance are not always accurate. The pre-school is not always secure enough to prevent unauthorised people from entering. The safeguarding policy does not include details regarding the safe use of mobile telephones and cameras in the pre-school.
- Hygiene practices are not effective enough to prevent the spread of infection. Children's growing understanding of good hygiene is not always supported.
- Assessments are not robust enough to always recognise children's progress, understand their needs or plan activities to consistently support their learning. Progress checks for children between the age of two and three years are not completed.
- The needs of two-year-old children are not always fully met. Staff do not focus on the prime areas of learning, in order to form the foundations for young children's learning. The mix of adult-led and child-initiated activities does not fully support the needs of children, in order to prepare them for the next stage in their learning.
- Strategies to positively manage children's behaviour are not always effective. Some children are disruptive because they are not fully engaged or supported to behave in a kind manner. This has a negative impact on children's learning, safety and welfare.
- The management team is not clear about its roles and responsibilities. Not all of the requirements of the Early Years Foundation Stage are implemented. Required notifications have not been made to Ofsted. Evaluation of practice and supervision of staff, to support their professional development, are not effective enough to productively set targets and drive necessary improvement.

It has the following strengths

- The bright and engaging environment supports all seven areas of learning. Children move freely around the pre-school and choose from the wide range of well-organised, good quality resources available indoors and outside.

What the setting needs to do to improve further

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

- ensure unauthorised persons are prevented from entering the pre-school when children are present
- ensure regular risk assessments are undertaken, in order to identify aspects of the environment that need to be checked on a regular basis, in order to remove or minimise the risks to the safety or well-being of children
- implement rigorous hygiene procedures, in order to prevent the spread of infection and support children's growing understanding of good hygiene practices
- ensure that the methods for recording the times of children's attendance each day are rigorously implemented
- implement the required progress check for children between the age of two and three years
- improve the procedures for planning and assessment to ensure all children are challenged appropriately, gaps in their learning are identified and filled, so all children make good progress from their starting points
- ensure all staff fully understand the development of young children, so they focus on the three prime areas and use this information to form the basis for children's successful learning
- improve the mix of adult-led and child-initiated activities, in order to support the emerging needs and interests of children, appropriate to their age and stage of development
- ensure the safeguarding policy includes details regarding the safe use of mobile telephones and cameras within the pre-school
- implement effective systems to positively manage children's behaviour in appropriate ways to support them to play cooperatively and show sensitivity to the needs and feelings of others
- ensure that the management team has a clear understanding of its roles and responsibilities, in order to improve the quality and consistency of practice by identifying and meeting the training and development needs of staff, in order to improve the experiences of children.

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

- develop the use of self-evaluation and reflective practice to ensure all legal requirements are always met and to continually identify the pre-school's achievements or ongoing areas for future development.

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

- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register)
- inform Ofsted, as soon as possible and no later than 14 days after the changes occur, of changes to the governing body, including the name, date of birth, address and telephone number of all members (compulsory part of the Childcare Register)
- inform Ofsted of changes of circumstances of the registered person, such as changes to health, as soon as possible and no later than 14 days after the appointment (compulsory part of the Childcare Register)
- ensure that all necessary measures are implemented to minimise any risks to the health or safety of the children (compulsory part of the Childcare Register)
- ensure an accurate daily record of the names of the children looked after on the premises and their hours of attendance is maintained (compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (voluntary part of the Childcare Register)
- inform Ofsted, as soon as possible and no later than 14 days after the changes occur, of changes to the governing body, including the name, date of birth, address and telephone number of all members (voluntary part of the Childcare Register)
- inform Ofsted of changes of circumstances of the registered person, such as changes to health, as soon as possible and no later than 14 days after the appointment (voluntary part of the Childcare Register)
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- ensure an accurate daily record of the names of the children looked after on the premises and their hours of attendance is maintained (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed activities in the playroom and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents spoken to in the day.

Inspector

Jacqueline Midgley

Inspection findings

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

All staff are experienced and hold appropriate early years qualifications at level 3. As a result, the quality of some of the teaching is good. However, it does not consistently support children from different groups to make effective progress in their learning. This is because staff do not always consider the age and stage of development of children. During carpet time, older children's learning is well supported as they enjoy participating in action based songs and learning to read various letters. However, this activity involves all children, including two-year-olds, who do not have their learning needs met during this time because it is not appropriate for their age and stage of development. The quality of observations and planning is inconsistent. Some staff do not have a clear understanding of child development and are not sharply focused on each child's needs. This is because assessments are not robust. Not all staff consistently check children's progress, understand their needs and plan appropriate activities. Progress checks for children between the age of two and three years are not undertaken, in order to identify gaps and seek early intervention if necessary. The balance between activities led by children and activities led or guided by adults is not effective enough to support children of different ages and stages of development. For example, older children are not prepared well for the next stage in their learning, including school, because there are insufficient activities led by adults. However, the duration of carpet time is too long and inappropriate for the age and stage of development of the very young children.

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

Staff have a good understanding of child protection procedures. However, children are not fully safeguarded because there is not a high enough focus on children's welfare. The system for ensuring that all children's time of attendance is recorded is not always effective. The safeguarding policy does not include details regarding the safe use of mobile telephones and cameras in the pre-school. Risk assessments are not effective enough to ensure children's safety. The provider has failed to identify that unauthorised people can sometimes enter the premises unchallenged because the unmanned door is sometimes unlocked. This potentially places children at risk. Staff do not ensure that aspects of the environment, which have an impact on children's safety or well-being, are removed or minimised. For example, toilets are not kept clean enough to prevent children getting other children's urine on their hands and clothes. Staff do not always support children's growing understanding of effective hygiene practices. Children are encouraged to use sanitiser gel to clean their hands after using the toilet or before meal and snack time. However, children using the toilet unsupervised do not always remember to clean their hands in this way, in order to prevent the spread of infection. Staff are warm and friendly and generally enjoy close supportive relationships with children. They praise children and build their self-esteem, which generally supports children's confidence and emotional well-being. However, children's behaviour is not always managed well. As a result, some groups of children disrupt others and are not always fully engaged. For example, some children are intimidated by the behaviour of others, who take their toys off them and throw things in pre-school. Children's independence and self-help skills are

supported appropriate to their stage of development, as they use the toilet independently and select activities in the bright and engaging environment.

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

Leadership and management are ineffective. The safeguarding and welfare, and the learning and development requirements of the Early Years Foundation Stage are not implemented in full. This is because standards have dropped as a result of changes to the nominated person's personal circumstances. The roles and responsibilities of managers are not fully understood. For example, although committee members have undergone Disclosure and Barring Service checks, Ofsted has not been able to carry out its checks of their suitability. This is because the nominated person has failed to notify Ofsted of changes to committee members and changes to her health, which is a breach of the requirements. Self-evaluation is not used effectively to continually identify the pre-school's achievements or ongoing areas for future development. Managers do not employ effective systems for checking the consistency of staff practice, in order to identify any training and development needs. They also do not ensure all children's progress is tracked, so they all make good progress from their starting points. Partnerships with parents are generally good. Parents are kept informed regarding their children's day at pre-school because staff speak to them each day.

Setting details

Unique reference number	EY227447
Local authority	Lancashire
Inspection number	855774
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	27
Name of provider	Moss Lane Pre-School Committee
Date of previous inspection	17 October 2011
Telephone number	01772 490 694

Moss Lane Pre-School was registered in 2003. The pre-school employs six members of childcare staff. Of these, all six hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The nursery 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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