

Moss Lane Pre-School

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



Inspection date	12 October 2015
Previous inspection date	22 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team has made very good progress since the last inspection. They have implemented a range of effective systems to ensure that all the statutory requirements are met. They establish effective partnership working with parents, including sharing ideas to support children's learning at home. This contributes towards the good progress that children are making.
- The quality of teaching and learning is good. Staff use a range of effective strategies that support children to acquire the skills that promote their future learning.
- Staff work closely with parents to ensure that children's care practices and needs are met. Parents state that the staff are friendly and welcoming. Children arrive with enthusiasm and are confident and motivated to play and explore.
- Children show they are happy and motivated to learn. They develop the skills and attitudes to help them to be prepared for school.

It is not yet outstanding because:

- The management team has not maximised ongoing professional development opportunities for staff. This means strategies to consistently raise the quality of teaching and learning are not fully effective.
- During some adult-led activities, staff do not always promptly identify those children who are not highly engaged and challenged in their learning.

What the setting needs to do to improve further

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

- continue to build on the programme of staff's continuous professional development so that the quality of teaching is consistently improving.
- plan activities even more effectively to ensure that all children are highly engaged, enthused and motivated to learn.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the provision. She also viewed a range of other documentation, including policies and procedures and the pre-school's self-evaluation.
- The inspector spoke to a selection of parents during the inspection and took account of their views.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager.

Inspector

Cath Palser

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team has introduced a targeted programme of staff training which impacts positively towards the staff's robust understanding of how to help keep children safe. Most staff hold a relevant childcare qualification. However, opportunities for ongoing staff supervision and professional development have not been maximised to raise the quality of teaching even further. The management team has effective systems in place to regularly seek the views of children, parents and staff. This information is used to help set priorities and drive improvement across all areas of the pre-school. Staff use comprehensive assessment documents to ascertain if there are any gaps in children's progress and plan next steps in their learning. They have good links with other professionals and settings that children attend and this contributes to continuity in children's care and learning. All children are making good progress from their starting points.

Quality of teaching, learning and assessment is good

Staff plan the environment well so that each child can access a range of appropriate resources that they enjoy and that offer a challenge. However, during some adult-led activities, staff do not maximise opportunities to sustain the interest of younger children, so they sometimes lose interest. Staff establish effective partnership working with parents and this contributes to their planning of children's next steps in learning. Good quality teaching helps children acquire confidence in expressing their ideas and opinions. Staff use a range of strategies to support children's communication skills. They give clear instructions, model language and introduce new words. Staff introduce mathematical language as children play. They provide ideas and suggestions for children to explore, experiment and develop their critical-thinking skills. Children have fun and are actively involved in their own learning.

Personal development, behaviour and welfare are good

Children's physical and emotional well-being is met. Staff know the children well and form close and respectful relationships with the children. Staff are good role models of behaviour. This helps children to understand expectations, play cooperatively and develop a growing understanding of each other's feelings. Children make strong relationships with the staff and their peers and settle in quickly. Children are beginning to learn how to keep themselves healthy, safe and secure. They explore the environment with confidence and use a range of tools and equipment safely. This contributes to children's increasing confidence and sense of achievement.

Outcomes for children are good

Staff use accurate and comprehensive assessment methods, including the progress check for children aged between two and three years. This helps ensure that any need for early intervention is identified promptly. All children are making good progress in all areas of their learning and development and are prepared well for their move on to school.

Setting details

Unique reference number	EY227447
Local authority	Lancashire
Inspection number	1016269
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	20
Number of children on roll	15
Name of provider	Moss Lane Pre-School Committee
Date of previous inspection	22 May 2015
Telephone number	01772 490 694

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

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