

# Moore Village Pre-School

Milner Church Institute, Runcorn Road, Moore, Warrington, WA4 6TZ



## Inspection date

11 December 2015

Previous inspection date

25 September 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- The provider has failed to notify Ofsted of changes to the management committee. This does not fully support the safe and efficient management of the setting.
- The systems in place for monitoring staff practice are not yet fully effective in raising the quality of teaching to a higher level.
- Information relating to children's progress and development is not consistently shared with parents and other settings that children attend. This means that opportunities to extend and complement children's learning experiences are missed.

### It has the following strengths

- Children have formed close attachments with their key person. This helps them to settle quickly and supports their emotional well-being.
- All staff have attended recent training to update their knowledge of safeguarding and first-aid procedures. This helps to promote children's safety and welfare.
- Staff are well qualified and provide regular opportunities to extend children's learning and development. They provide activities and resources that promote children's understanding of mathematics. This helps to prepare children well for their next stage in learning.

## What the setting needs to do to improve further

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

#### Due Date

- ensure Ofsted have the opportunity to carry out suitability checks on committee members. 29/01/2016

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

- ensure all those involved in children's learning have regular opportunities to share information that contributes to and helps maximise their progress
- enhance systems for professional development that focus more strongly on the quality of teaching.

## 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 manager.
- The inspector held a meeting with the provider. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

## Inspector

Nadine McCarthy

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The provider displays a commitment to making ongoing improvements to the provision. She has worked closely with the local authority advisor to address the recommendations set during the last inspection. The provider has improved the systems for self-evaluation and regularly reviews the quality of the provision. She has established procedures for monitoring the quality of teaching and staff interactions, although these systems are not yet fully embedded into practice. Staff have opportunities to attend regular training in order to enhance their existing knowledge and skills. The arrangements for safeguarding are effective. Staff display a good awareness of the policies and procedures to follow should they have any concerns about the children. However, the provider has failed to notify Ofsted of a significant event, which is a requirement of registration. She did not tell Ofsted of changes to the childcare committee, which means that Ofsted has not had the opportunity to assess the suitability of these individuals. The provider checks the suitability of staff through robust recruitment and induction procedures.

### Quality of teaching, learning and assessment requires improvement

Staff complete regular observations and assessments of children's learning and development. They use this information to identify next steps in children's learning and to plan a range of age-appropriate activities. However, this information is not consistently shared with parents and other settings that children attend, and their learning is not always fully promoted. Children have the opportunity to make choices in their learning and access a good range of resources independently. Staff support children's developing language and communication skills well. They model language effectively and provide children with simple and clear instructions. Children have a range of opportunities to develop their mark-making and early writing skills. They discuss letters and sounds with staff and independently write their names. Staff help to extend children's learning outdoors and encourage children to count, measure and weigh different items.

### Personal development, behaviour and welfare require improvement

Children are happy and display good levels of confidence. Staff support children to settle quickly and to form relationships with other children. Children behave well and play cooperatively. They display a good understanding of the rules and boundaries in place. Children are encouraged to be independent and have good opportunities to develop their self-help skills. Children display confidence in attending to their own needs and enjoy being involved in the daily tasks and routines. They benefit from regular access to the outdoor area and have opportunities to develop their physical skills. The provider has not ensured that all members of the committee have completed the required checks. This means that people in a position to influence decision making that affects children's well-being have not had their suitability verified.

### Outcomes for children require improvement

Children enjoy their time at the setting. They make steady progress in their learning in relation to their starting points. Children are acquiring some of the key skills required for their future learning.

## Setting details

<b>Unique reference number</b>	EY275835
<b>Local authority</b>	Halton
<b>Inspection number</b>	1028783
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Moore Village Pre-School Committee
<b>Date of previous inspection</b>	25 September 2013
<b>Telephone number</b>	01925 740800

Moore Village Pre-School was registered in 2003. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above. The pre-school opens Monday, Tuesday, Wednesday and Friday term time only. Sessions are available from 9.15am until 2.30pm.

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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