

# Mosses Pre-School

Cecil Street, Bury, Lancashire, BL9 0SB



<b>Inspection date</b>	29 February 2016
Previous inspection date	2 February 2011

<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
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

- Teaching is good. Staff have an enthusiastic approach and children enjoy their learning. Staff work alongside them during their play and also give them opportunities to lead their own learning.
- Staff are well qualified which contributes to their good knowledge of child development. They understand the different ways in which children learn. They plan activities that motivate and interest children and support them to make good progress.
- The pre-school has formed good relationships with parents, other settings and professionals. This helps to make children's experiences consistent and supports them to make good progress in all settings.
- The environment is warm and welcoming. It is well planned and organised and children have access to a good range of activities that supports their development, both indoors and outside.
- The key-person system is embedded and supports children's emotional well-being effectively. They are happy and confident and feel safe and secure in the pre-school.
- All children make good progress. Effective educational programmes support their development across all areas of learning.

### It is not yet outstanding because:

- Staff have not thought clearly enough about how they organise large-group activities, such as story times, so that children have the opportunity to achieve at the highest levels.
- Managers have not yet fully explored ways to effectively check the progress of different groups of children in order to identify and close gaps in teaching and learning more quickly.

## What the setting needs to do to improve further

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

- improve the organisation of large-group activities and give children the opportunity to make more rapid progress, particularly in developing their listening and concentration skills
- develop strategies to analyse the achievement of different groups of children and ensure they make the best progress possible in their learning.

### 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 held a meeting with the acting pre-school manager and the manager.
- The inspector 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

Clare Wilkins

## Inspection findings

### Effectiveness of the leadership and management is good

Managers are committed and ambitious. They respond to challenging situations with vigour. They gather feedback from parents, staff, children and other professionals. They use the information gathered to reflect on their provision and identify areas for development that improve children's outcomes. The arrangements for safeguarding are effective. Staff have secure knowledge of how to protect children from harm and know what action to take if they have a concern about a child in their care. Good arrangements are in place for the support and supervision of staff. Managers and staff work together to identify their strengths and areas for development and identify professional development opportunities. This helps to build upon and improve the already good teaching practice.

### Quality of teaching, learning and assessment is good

Staff provide a wide variety of activities that interest children and promote their learning. For example, they explore real daffodils as they make Mother's Day cards. They learn about the parts of a flower and name the different parts. This helps to develop their understanding of the world, as well as their vocabulary. Children choose from a good range of quality resources that helps to support their developing skills. For example, they learn about technology as they steer remote control vehicles. Staff observe children and accurately assess their progress. They identify what children need to learn next and plan activities to support their continued development. Staff support children's early number skills very well. For example, they count and compare quantities as they build towers with bricks. Parents are kept well informed about their child's progress. They contribute to assessments and welcome ideas for learning at home. This helps to reinforce the learning that happens in pre-school and further support children's continued good progress.

### Personal development, behaviour and welfare are good

Staff are attentive to children's individual needs and meet them quickly and efficiently. They strive to make children feel valued and special. They support children's growing independence very well. For example, children are encouraged to put on and take off their own coats and help themselves to snacks and drinks. This helps to prepare them for when they start school. Staff provide clear expectations for children's behaviour. They have a calm approach and model good manners. This contributes to children's good behaviour and they learn right from wrong. Staff teach children how to keep themselves safe during activities. For instance, they learn how to handle scissors correctly during art and craft activities. Children have free access to the outdoor area and they get lots of fresh air and exercise. This helps to promote their physical health and well-being.

### Outcomes for children are good

All children are making good progress and most achieve levels of development typical for their age, including those who speak English as an additional language. Early Years Pupil Premium funding is used effectively to support children who are not reaching expected levels of development to make faster progress, including disabled children and those with special educational needs. Children learn key skills that help to prepare them for the next stage of their learning, including when they progress on to school.

## Setting details

<b>Unique reference number</b>	EY308635
<b>Local authority</b>	Bury
<b>Inspection number</b>	848967
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Mosses Community Association Ltd
<b>Date of previous inspection</b>	2 February 2011
<b>Telephone number</b>	0161 761 2079

Mosses Pre-School was registered in 2005. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, term time only. Sessions are from 8.45am until 11.45am and 12.30pm until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. They also care for children with English as an additional language, disabled children and those with special educational needs.

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