

Moat Street Pre school

WIGSTON MAGNA METHODIST CHURCH, Cross Street, Wigston, Leicester, LE18 2HE



Inspection date

21 April 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Children are eager and motivated to learn. They explore and investigate the pre-school's inviting and stimulating resources, both inside and outdoors.
- Children show that they feel extremely safe, secure and happy in the pre-school. They benefit from nurturing relationships with their key person and all other members of staff. This helps to build children's confidence.
- Information sharing between the whole staff team, parents and other professionals involved with the children is very thorough. Children benefit from this coordinated approach as all parties work together to help them make the best possible progress.
- Children's learning and development is closely monitored through precise assessments. Any gaps in learning are promptly identified and addressed to help ensure no child or groups of children fall behind.
- The manager and her staff are highly motivated, enthusiastic and reflective. They regularly review their practice and identify areas for improvement. They welcome parents' opinions and those of other pre-school settings and act on them to ensure they continually move forward.
- Good relationships are in place with other settings that children attend and with the schools that they are going to move on to. Staff share useful information with other settings about children's achievements and needs. This provides them with continuity in their learning and development.

It is not yet outstanding because:

- Staff do not always provide all parents with enough information and ideas on how to support their children's learning at home.

What the setting needs to do to improve further

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

- provide all parents with more information and ideas of how to support their children's learning at home.

Inspection activities

- The inspector toured the area used by children to play and learn.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector talked to children and all staff at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at a wide range of documents, including planning, self-evaluations and action plans, photographs, a selection of policies and children's learning journals and records.
- The inspector took account of the views of parents through written notes, completed questionnaires and those spoken to on the day of the inspection.

Inspector

Cathryn Wilkinson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Children are kept very safe as staff ensure their surroundings are secure and potential risks are minimised. Staff are confident in their knowledge of the procedures to follow should they have any concerns about a child's well-being. The manager tracks the progress of groups of children to ensure that any gaps are swiftly identified and additional support is given. Children's progress is shared with parents. Effective arrangements for the regular supervision and monitoring of staff's performance are in place. Any gaps in training and the knowledge of staff are swiftly recognised and appropriate training and support given.

Quality of teaching, learning and assessment is good

Well qualified and knowledgeable staff provide a broad range of interesting activities and experiences to meet children's needs and interests. Children enjoy creating models from a variety of resources available for them to freely choose. They are adept at spreading glue, tearing tape and safely using scissors. Staff show an interest in what children make and support their communication skills. They ask them to think about their models and talk about what they have made. Children use their imaginations as they play cooperatively with their friends in the outdoor kitchen, pretending to prepare food. Parents learn about the pre-school activities through newsletters and information on an internet site. Some parents borrow storybooks for children to read at home and some join in annual craft events. Children's progress is shared with parents as staff regularly show them their child's developmental record and discuss their next steps of learning.

Personal development, behaviour and welfare are good

Children's behaviour is consistently good. Staff are very good role models. They teach children about sharing and taking turns and encourage good manners. Children enthusiastically join in the tidying of resources while singing a tidy-up song. Children have regular access to fresh air and take pleasure in exploring and investigating the outdoor area. They play in the sand and plant seeds and bulbs. Children develop an understanding of healthy eating as staff and children talk about the food they are eating at snack time. They learn routine hygiene procedures which are further enhanced when they take home a doll and care for her. They wash her, brush her hair and clean her teeth. Children learn about the community they live in as they walk through the park to visit the library.

Outcomes for children are good

Children make good progress in their learning and development. They are confident, independent learners who interact well with both adults and other children. Effective support is provided for children who speak English as an additional language. Children who have special educational needs receive targeted support to help them make good progress. Additional funding is well used and planned for. For example, resources are purchased to improve mathematical and sensory development. Large- and small-group activities further help children to develop good listening and attention skills in readiness for their next stage in learning and for school.

Setting details

Unique reference number	EY478311
Local authority	Leicestershire
Inspection number	979589
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	32
Name of provider	Joanne Elizabeth Bailey
Date of previous inspection	Not applicable
Telephone number	07861751879

Moat Street Pre school was registered in 2014. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and are paediatric first-aid trained. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who have special educational needs and children who speak English as an additional language.

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