

Moore Village Pre-School

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



Inspection date

14 September 2016

Previous inspection date

11 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 manager is committed to improving outcomes for children. She and her team have worked effectively since the previous inspection to ensure all previous actions and recommendations have been addressed. They have made effective changes to improve the quality of the pre-school.
- Children confidently investigate a variety of resources that promotes creativity and helps to develop their problem-solving skills. Children are able to take the lead in their play and follow their own ideas.
- Overall, the quality of teaching is good. Staff know children very well. They know children's skills and abilities and plan activities which help them to extend their knowledge and learning.
- The manager and staff work closely with parents. This is a strength of the pre-school. They provide them with regular information about their children's progress and how they can complement their learning at home.
- Staff are good role models for children. They teach children to share and take turns and to respect each other's wishes. Children are well behaved and they enjoy playing and socialising with their friends.

It is not yet outstanding because:

- Staff do not always use effective questioning skills during planned activities to further extend children's learning.
- Staff do not give the same consideration to thoughtful planning of the outdoor environment as they do inside. This means that children who prefer to learn outdoors do not always benefit from the same stimulating learning experiences.

What the setting needs to do to improve further

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

- help staff develop their questioning skills during planned activities to further extend children's learning
- strengthen the planning for activities in the outdoor environment, in order to help children who prefer to learn outside have the same level of stimulating experiences as provided indoors.

Inspection activities

- The inspector looked at children's assessment records and planning documentation.
- The inspector held a meeting with the manager. She checked evidence of the suitability and qualifications of staff working with children, policies, procedures and the pre-school's self-evaluation.
- The inspector spoke to both children and staff and observed play and learning activities within the main environment and the outdoor environment.
- The inspector took into account the views of parents and the local authority representative spoken to on the day.
- The inspector carried out a joint observation with the pre-school manager.
- The inspector had a tour of the premises.

Inspector

Alison Regan

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff are committed to ensuring that they meet the individual needs of every child. The arrangements for safeguarding are effective. The manager and staff have a good understanding of the procedures to follow if they have any concerns about a child's welfare. The manager ensures that all staff attend regular safeguarding training so that their knowledge is current and up to date. The manager and staff work as a strong team and are committed to continuous professional development. Supervision of staff practice works well to provide opportunities to develop their knowledge and understanding of effective early years practice. Staff attend training which has a positive impact on the quality of the pre-school. The manager carefully observes all children's progress and groups of children to identify possible gaps in learning. These are quickly addressed to ensure that children make the best possible progress.

Quality of teaching, learning and assessment is good

Staff are well qualified and use their knowledge effectively to provide good quality teaching. Teaching is strong. Staff successfully engage children in exciting activities and experiences. They use every opportunity to teach children new things. For example, they encourage children to investigate an insect that they find crawling in the outdoors. Staff collect detailed information from parents to identify children's interests and capabilities, when they first join the pre-school. Staff complete accurate observations and assessments of what children can do which form the basis of what children need to do next in their learning. Staff encourage children to join in singing activities and ask children which song they would like to sing. Children are keen to learn. They explore their environment with interest.

Personal development, behaviour and welfare are good

The effective key-person system helps children to settle. Children build bonds with staff who know their individual needs and their families very well. This helps to promote children's emotional well-being. Children are extremely happy and confident in the pre-school, which is warm, friendly and inviting. Staff provide many opportunities for children to become independent and self-sufficient. Children help themselves to snack and they clear away afterwards. There are many opportunities for children to be physically active. They ride bicycles and climb on the climbing frame in the outdoors. Children are developing a very good understanding of the importance of healthy lifestyles. After a music and movement session, children tell staff that their heart is beating fast.

Outcomes for children are good

All children included those who access funded sessions make good progress in their learning. Children are motivated and confident. They concentrate for sustained periods of time and play happily with their friends. Children are developing good literacy skills. They are learning how to write their name and they show an interest in different books. Children are developing well in mathematics. They are beginning to learn about measurement. For example, they use rulers to compare different lengths from a variety of equipment. Children are well prepared for the next stage in their learning.

Setting details

Unique reference number	EY275835
Local authority	Halton
Inspection number	1034907
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	30
Number of children on roll	33
Name of registered person	Moore Village Pre-School Committee
Registered person unique reference number	RP907551
Date of previous inspection	11 December 2015
Telephone number	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. The pre-school provides funded early education for two-, three- and four-year-old children.

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