

Moorside Pre-School

Moorside County Primary School, Bowerham Road, Lancaster, Lancashire, LA1 4HT



Inspection date

11 November 2016

Previous inspection date

4 December 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Well-qualified staff observe children's learning and make accurate assessments of their progress. They use this information to successfully plan for what children need to learn next and to reflect their individual interests. Children make good progress in their learning and development.
- Children are motivated by a stimulating, well-resourced environment, both indoors and outside, that effectively promotes independent learning. Children are enthusiastic learners who confidently pursue their own interests.
- Leaders and managers encourage staff to attend training and professional development opportunities. Managers and staff regularly monitor each other's practice, which contributes to strong teaching skills and improved outcomes for children.
- Overall, children who have special educational needs are supported well. They develop strong attachments with their key person and are encouraged to persevere with independence and self-care skills.
- Partnerships with parents are very good. Information is shared before children start and parents are kept fully informed with how their children are progressing. Parents are highly complimentary. They comment on how warm and friendly staff are and yet always remain professional.

It is not yet outstanding because:

- At times, during group listening activities, such as story time, there is too much disturbance and distraction. This does not help children to listen carefully and further develop their literacy skills.
- Effective systems to compare the progress of different groups of children are not yet fully embedded to provide a sharp focus in raising attainment even further.

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 group sessions that help children develop their listening and early literacy skills. Ensure that children are able to listen carefully without having to contend with unnecessary disturbance and distraction
- embed systems for comparing the progress of different groups of children to help identify where provision can be improved even further and help children make the best possible progress.

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 discussed aspects of policy and practice with the pre-school manager and the chair of the committee, at times that were convenient to them.
- The inspector looked at relevant documentation, such as the pre-school's self-evaluation, improvement plan and evidence of the suitability and qualifications of staff.
- The inspector spoke with children and their key persons, looked at children's files and assessments and viewed documentation relating to funding.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Janice Caryl

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff attend child protection training and have a good understanding of how to keep children safe. They are clear about what to do if they have a concern about a child's welfare. Policies and procedures are robust and regular risk assessments help staff minimise potential hazards and promote children's safety. Management follows robust procedures when recruiting and vetting staff to ensure that they are suitable to work with children. The manager supports staff well in their role. Supervision meetings are used effectively and identify how staff can help their key children to close any gaps in their learning. Overall, self-evaluation is used well and priorities for improvement are identified in close partnerships with parents, staff and committee members.

Quality of teaching, learning and assessment is good

Staff provide many opportunities for children to play and explore. Children remain engaged in the numerous stimulating activities available. Children develop good mathematical skills while playing in the fine sand. They scoop, pour, fill and empty containers. Children develop strong relationships with each other, playing side by side and talking about what they are doing. Staff support children to recognise their name and develop a sense of belonging when they self-register on arrival. Children who speak English as an additional language are given good support. Staff consult with parents to effectively link home experiences, including obtaining knowledge about other languages and culture. Children's learning is enriched as they benefit from the natural materials and activities available in the outdoor environment.

Personal development, behaviour and welfare are good

Children's emotional and physical well-being are fostered well. Children show that they feel safe and secure through their self-confidence and self-assurance. Staff encourage children to be independent, such as at snack and meal times. For example, children independently collect and take away their plates and serve themselves food. Staff consistently model positive behaviour and good social skills. Children play cooperatively, share and take turns. They learn to care and look after each other. For example, one child offers support to another who is showing signs that they are unhappy. Staff teach children about the wider community to help children learn about diversity. Older children moving on to school are well prepared, physically and emotionally. Children attending the host school get ample opportunities to visit and become familiar with the school environment.

Outcomes for children are good

Children make good progress and are well prepared for their next stage in learning and for school. Funding is used well to meet all children's individual needs. Children have good social and communication skills. They successfully learn to assess their own risk. Children are motivated and eager to learn. They demonstrate familiarity with numbers, count and engage in songs and rhymes. They learn about the effect of physical exercise on their bodies. Children enjoy creative play, exploring and experimenting with marks and textures as they develop increasing confidence with their physical skills.

Setting details

Unique reference number	EY290423
Local authority	Lancashire
Inspection number	1064605
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	3 - 4
Total number of places	24
Number of children on roll	32
Name of registered person	Moorside Pre-School Committee
Registered person unique reference number	RP518542
Date of previous inspection	4 December 2013
Telephone number	01524 66516

Moorside Pre-School was registered in 2004. It operates within Moorside Primary School in Lancaster. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including the manager who holds qualified teacher status and early years professional status. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.40am until 11.40am and 12.25pm until 3.25pm. A lunch club is available. The pre-school provides funded early education for three- and four-year-old children. The pre-school support children who have special educational needs and children who speak English as an additional language.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

