

Moira Pre-School

Village Hall, Ashby Road, Moira, Swadlincote, Derbyshire, DE12 6DP



Inspection date	21 November 2016
Previous inspection date	16 October 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

- Children enjoy exploring the stimulating play environment and have access to a wide range of good quality resources. They make independent choices and follow their own interests in their play and learning.
- Staff are skilled at following children's lead and enhancing their play. They understand when children need time to explore and when to intervene to extend their ideas.
- A well established key-person system helps children develop close bonds and secure attachments with staff. Children show they are emotionally secure and settle quickly into the calm learning environment.
- Staff are good role models. Children develop the ability to manage their own feelings and grow in confidence. They enjoy working together, behave well and learn to share.
- The staff have good relationships with the local school that children move on to. Information is shared with the teacher when children are due to start at school. The teacher visits the children at the pre-school.

It is not yet outstanding because:

- The systems in place for ongoing staff supervision and monitoring do not focus well enough on raising the quality of teaching to the highest level.
- Staff do not consistently encourage parents to share ongoing details about their children's achievements at home.

What the setting needs to do to improve further

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

- build on the systems for staff performance management and supervision, and increase the focus on helping staff to consistently deliver the highest quality of teaching
- strengthen ways to help parents share ongoing information about their children's learning at home and about what they know and can do.

Inspection activities

- The inspector spoke to parents during the inspection and took account of their views.
- 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 spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the manager and looked at relevant documentation, such as self-evaluation, policies and procedures and evidence of the suitability of staff working at the pre-school.

Inspector

Teresa Lester

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a good awareness of the possible signs of abuse and know the procedure to follow should they be concerned about a child's welfare. Effective risk assessments are in place and implemented well to help identify and minimise any risk in the environment. Recruitment and vetting procedures are robust. New staff complete a thorough induction process to help ensure that they are suitable to work with children. The manager involves committee, staff, parents and children in evaluating the service provided. She reviews the progress of individual children and groups of children, and uses this information to identify areas for improvement. This helps improve outcomes for children. The pre-school is well established within the community, with many parents returning with younger siblings. Parents speak very positively about the care and education their children receive.

Quality of teaching, learning and assessment is good

The well-qualified staff use their good understanding of the needs and interests of individual children to provide a broad range of learning opportunities. Children sing a selection of familiar songs and rhymes and enjoy looking at books. They develop their exploration and investigation skills as they feel, smell and touch different textures and materials. Staff engage children in conversation, introducing new vocabulary, and ask questions to promote their thinking skills. Children develop a growing awareness of information and communication technology as they enjoy using simple programs on a computer. Staff regularly observe and assess children's ongoing development, quickly responding to and addressing any gaps in their learning.

Personal development, behaviour and welfare are good

Children gain a good understanding of how to be healthy. Staff support children to follow good hygiene practices and to care for their personal needs. Children benefit from physical activity both indoors and outside. They enjoy balancing on beams, splashing in puddles and moving to music. Staff support children's emerging independence skills. They encourage children to manage tasks for themselves and praise their achievements. Children gain an awareness of differences within their wider world. They enjoy celebrating events from various cultures. Children participate in events in the local community, such as visiting a care home for the elderly.

Outcomes for children are good

All children make good progress in relation to their starting points, including those who receive funding. Children of all ages and abilities are keen and motivated to learn. Staff support children's developing literacy skills and provide engaging opportunities for making marks to prepare for writing. Children are learning to solve problems, count, recognise shapes and compare sizes. They experiment as they explore natural objects, textures and materials. Children are well prepared for their next stage of learning, including starting school.

Setting details

Unique reference number	226229
Local authority	Leicestershire
Inspection number	1063778
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	15
Name of registered person	Moira Playgroup Committee
Registered person unique reference number	RP904022
Date of previous inspection	16 October 2013
Telephone number	07870 143415

Moira Pre-School was registered in 1993. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one at level 2. The pre-school opens from Monday to Friday during 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.

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