

Owl & Pussycat Rooms and Fun Club



Moorhill County Primary School, Moorland Road, Cannock, Staffordshire, WS11 4NX

Inspection date

4 January 2017

Previous inspection date

12 February 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 are motivated and eager to learn. They develop their imagination as they explore the wide range of interesting play resources. Overall, children confidently make decisions in their play and show curiosity for the world around them.
- Children enjoy their learning and show great satisfaction in their achievements. They proudly talk about their art work and photographs showing them at play, displayed in the playrooms.
- Staff work closely with parents and other professionals. They agree strategies about how to use additional funding effectively to close gaps in individual children's learning.
- Staff are friendly and caring. They help children and their families to embrace new experiences, such as the move from home to pre-school and on to school, with confidence.
- The well-qualified leaders, managers and staff are reflective practitioners. Staff enjoy a broad range of training opportunities to develop their knowledge. This helps to promote good outcomes for children's learning and development.

It is not yet outstanding because:

- Some staff do not know the decisions made by the key person for children's future learning. Consequently, some children are not helped to make the highest level of achievement in their learning.
- Staff do not consistently give children clear explanations about the choices they have when there is a change in the activity or the routine.

What the setting needs to do to improve further

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

- improve the sharing of children's learning priorities between key persons and the staff team so that everyone consistently supports all children to maintain the highest levels of achievement in their learning
- make sure children are given clear explanations about the choices they have when there is a change in the activity or the pre-school routine.

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 pre-school manager and the provider. She discussed the pre-school's self-evaluation and checked evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a selection of the staff during the inspection and interacted with the children.
- The inspector spoke to a small group of parents during the inspection and took account of their views.

Inspector

Dianne Adams

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff attend training in child protection. They have a good understanding of the possible signs of abuse or neglect. Staff know what actions to take should they have a concern about a child in their care. Risk assessments are robust. Staff check to make sure all areas, both indoors and outdoors, are suitable. Children are kept safe throughout the day. The views of parents are obtained as part of the pre-school's sharply focused self-evaluation. Parents state that children are very happy. They feel well informed about their children's learning and enjoy reading their children's learning journey folders.

Quality of teaching, learning and assessment is good

Teaching is strong. Staff work closely with parents to effectively monitor the progress individual children are making. They quickly identify gaps in children's learning and make plans so that those gaps close. Staff know what children like to do and plan activities that reflect children's interests. Children thoroughly enjoy using their imagination in their pretend play. For example, they decide to make cakes and gingerbread out of play dough and give them to others to eat. Staff plan activities that promote children's natural inquisitiveness. For example, children enjoy exploring different textures as they seek plastic worms hidden in compost and watch as ice melts on their hands.

Personal development, behaviour and welfare are good

Overall, care practices are good. Staff promote children's emotional well-being well. Children enter this welcoming pre-school happily and settle in their own time. They show that they feel safe and secure as they engage well with adults and seek out their friends. Staff establish trusting relationships with the children. They speak to children in a calm and respectful manner. Children behave well. They are learning to be a positive member of the pre-school. Children enjoy playing outdoors throughout the day. They develop their physical skills as they safely run, jump and hop. Children use the good range of climb and balance equipment with growing confidence. Staff praise children's efforts and encourage them to keep on trying. They talk about the importance of being physically active for life. This helps children to become aware of, and to adopt, a healthy lifestyle.

Outcomes for children are good

All children make good progress in their learning, including children who have special educational needs. They are developing the skills needed for school when the time comes. Children select books to read and anticipate the next event in the story. They develop their early writing skills as they make marks using tools, such as brushes and pencils. Children confidently sound out letters of the alphabet. They write their names clearly, forming recognisable letters. Children demonstrate their interest in computers. They learn about colours, numbers and shapes. They are becoming competent at manipulating the computer mouse and following the computer instructions. Children are becoming confident talkers. They listen well, answer questions and confidently share their thoughts and ideas.

Setting details

Unique reference number	218193
Local authority	Staffordshire
Inspection number	1063700
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 11
Total number of places	52
Number of children on roll	70
Name of registered person	Moorhill Pre-School and Fun Club Committee
Registered person unique reference number	RP518237
Date of previous inspection	12 February 2013
Telephone number	01543 510245 and 07881425514

Owl & Pussycat Rooms and Fun Club opened in 2001 and is run by a voluntary committee. The pre-school and fun club employs 17 members of childcare staff, including the managers. Of these, 14 hold appropriate early years qualifications at level 3 and two staff hold a qualification at level 6. The pre-school and fun club opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The pre-school provides funded early education for three- and four-year-old children. It supports children who have special educational needs.

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