

Moreton Say Goslings Pre-School Nursery



Moreton Say C of E School, Moreton Say, MARKET DRAYTON, Shropshire, TF9 3RS

Inspection date	23 January 2017
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

- The outdoor environment is frequently used by children to explore and discover new experiences. Children develop their physical skills using resources, such as bikes, scooters and balancing equipment.
- Staff make regular assessments of children's learning and share these with parents. Staff talk to parents about how they can help to support children's learning at home. Children have opportunity to take reading books and story sacks home. This helps to support consistency in children's learning and development.
- Risk assessments are regularly undertaken for both the indoor and outdoor area. Premises are kept safe and secure and potential hazards are minimised. This has a positive impact on children's safety.
- Children's emotional development is well supported. Staff are good role models and children learn to tolerate differences and respect each other. They understand the boundaries and listen to instructions from staff.
- Children are happy and enjoy their time at the nursery. Individual settling-in procedures help children to feel safe and secure when they first start attending. This supports their emotional well-being successfully.

It is not yet outstanding because:

- Staff do not make the most effective use of children's assessments. Information is not consistently used to plan precise next steps to support children to make rapid progress.
- The monitoring of staff practice does not precisely identify the support they need to help them raise the quality of teaching to a higher level.

What the setting needs to do to improve further

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

- make more effective use of information from assessments so that children's next steps in learning are more precisely planned for to support them to make rapid progress
- develop the existing monitoring of staff practice to accurately identify the support needed to help raise the quality of teaching to a higher level.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

Inspector

Lesley Bott

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are confident in their knowledge and understanding of the possible signs of abuse. They are fully aware of the procedures to follow if they were to have concerns about a child. Staff attend training regularly and have a secure understanding of current legislation as part of their continuous improvement. They monitor children's attendance and follow up unexplained absences. Suitable vetting procedures are in place for all staff and directors associated with the provision. This helps to ensure children's safety. Strong partnership working is in place with parents and other early years settings that children attend. This helps to ensure continuity in children's learning.

Quality of teaching, learning and assessment is good

Staff are skilful in extending children's play through well-matched support. Children take turns in programming interactive toys and equipment. They learn to solve problems with numbers as they programme the equipment to move in different directions. Staff effectively adapt their teaching skills and methods to keep all children engaged and interested in the activities. Staff support children to be involved in planning and reviewing their learning. Children confidently explain to staff where and what they are going to play with during the session. Children use photo books to help show staff which equipment and resources they want. Staff encourage children to speculate and test out ideas through trial and error. Children explore and talk about the temperature of the play dough, discussing why it is so cold. Children are able to easily get additional resources, such as cutters and rollers to support their play.

Personal development, behaviour and welfare are good

Staff are good role models and use effective strategies and provide clear guidance to children about acceptable behaviour. This helps children to begin to develop an understanding of the pre-school's rules and how to follow them. Children learn to share and take turns. They confidently let staff know when it is their time on favourite equipment, using the sand timer to monitor each other's turn. Staff have a strong focus on helping children to develop relationships with their key person. This helps children to settle quickly and easily and ensures continuity in children's well-being. Healthy lifestyles are well promoted. Children enjoy healthy and nutritional school meals from the school on site. Well-organised routines, such as snack time, are used successfully to help promote children's independence. Children make confident choices about what they want to eat and when.

Outcomes for children are good

All children make good progress in their learning. Children practise counting skills and develop their awareness of numbers during daily routines. For example, they count the number of children and adults in their group during circle time. These skills help to prepare children for the next stage in their learning, such as starting school. Children have daily opportunities to use print in a variety of contexts. This extends their awareness that print carries meaning and helps to promote their early literacy skills.

Setting details

Unique reference number	EY474887
Local authority	Shropshire
Inspection number	1017452
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	27
Number of children on roll	23
Name of registered person	Goslings Community Nursery CIC
Registered person unique reference number	RP533457
Date of previous inspection	Not applicable
Telephone number	01630 639555

Moreton Say Goslings Pre-School Nursery was registered in 2015. The nursery employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above, including one with early years professional status. The nursery opens from Monday to Friday during term time only. Sessions are from 9am until 11.30am and 12.30pm until 3pm with a lunch club service. The nursery provides funded early education for two-, three- and four-year-old children.

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