

# Moulton Pre-School

Back Room Moulton Village Hall, Main Road, Moulton, Cheshire, CW9 8PB



## Inspection date

6 February 2017

Previous inspection date

25 November 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider has failed to notify Ofsted about some of the committee members who manage the pre-school. Additionally, instructions from Ofsted are not followed once Ofsted has been made aware of new committee members.
- The management team does not always make sure that all parents are effectively informed about the plans for their child's future learning.
- The management team does not fully explore how the early years pupil premium can be best used to close any minor gaps in children's learning.

### It has the following strengths

- Staff have a good understanding about how children develop. Those who work with the two-year-old children are particularly aware of their fluctuating emotional and physical needs. They continually respond, support and plan for their individual needs well.
- Staff have developed links with school staff and the local authority advisers, including those who support children who have special educational needs and/or disabilities. These effective partnerships help staff to evaluate and build upon their practice to ensure children continue to make good progress.
- Staff build positive relationships with children by giving them verbal reassurance, smiles and praise and by playing alongside them. This helps children to form secure emotional attachments and promotes their sense of security and belonging within the pre-school.
- Effective use is made of visits to stimulate and motivate children to investigate the natural world. Staff take the children on outings to play in the woods. Children visit farms where they learn about animals as they feed the lambs and groom the horses.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

#### Due Date

- make sure there are robust systems in place to ensure that Ofsted receives the information they require and their instructions are always followed, so that suitability checks can be completed for the committee members who manage the pre-school. 06/03/2017

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

- put in place more effective arrangements for making sure that all parents are well informed about the plans for their children's future learning
- develop a more targeted approach when deciding on how the early years pupil premium is used, so that it is highly effective in closing any minor gaps in children's learning.

## 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 discussed with staff how they assess children's learning and plan for children's progress.
- The inspector completed a joint observation with the pre-school's manager.
- The inspector held a meeting with the pre-school's manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspectors spoke with staff and children during the inspection.
- The inspectors took account of the views of parents spoken to on the day and from information included in the pre-school's own parent survey.

## Inspector

Linda Yates

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The arrangements for safeguarding are effective. Staff have a sound understanding of their role in the prevention or early identification of abuse and neglect. However, the provider has failed to notify Ofsted of some of the committee members who manage the childcare provision. Additionally, in some cases, the provider has failed to ensure that Ofsted's instructions are followed once Ofsted is aware of new committee members. Nevertheless, this does not have a significant impact on children as committee members do not have close or unsupervised contact with children. The management team does not fully explore how additional funding can be best used to close any minor gaps in children's learning. Staff have regular individual support meetings where they can discuss their future training requirements. They have recently completed training on how to foster children's understanding of mathematics. This has helped them to encourage children to build on their understanding of mathematics during a range of activities.

### **Quality of teaching, learning and assessment is good**

Staff make regular and accurate assessments of children's learning. Children's next steps in learning are identified and planned for to promote their good progress. However, the management team does not always make sure that all parents are effectively informed about the plans for their child's future learning. Staff understand and use a wide range of effective teaching strategies. They make sure that circle time provides older children with regular opportunities to think and increase their knowledge of numbers, size and letter sounds. Children are encouraged to sing the days of the week and clap to a rhythm. This helps children to copy a steady beat and develop their listening skills in a fun and relaxed manner. Younger children investigate the cornflour and water mixture. During such activities, staff model counting and encourage children to notice the similarities of shapes. Staff talk to children and ask them questions to extend their thinking and vocabulary. They prepare children well for the next stage in their learning, such as school.

### **Personal development, behaviour and welfare require improvement**

Weaknesses in the leadership and management of the pre-school do not promote a culture of vigilance in promoting children's welfare. Staff encourage children to appreciate the similarities and differences between themselves and others through play materials, books, food and exploring special events. They provide children with nutritious and balanced snacks. Children have suitable opportunities outdoors to experience challenge and manage risks for themselves. They manoeuvre the car tyres and confidently climb up the ladder and zoom down the slide.

### **Outcomes for children are good**

All children make good progress. They listen attentively in a range of situations. Younger children test their physical skills on the indoor climbing frame. They also concentrate as they sort buttons according to their size and colour and place them on the zig-zag marks on the paper. Older children have lots of fun and extend their language, social and imaginative skills as they play with ice. Children are confident and self-assured.

## Setting details

<b>Unique reference number</b>	EY377914
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	1065210
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	54
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Moulton Pre-School Committee
<b>Registered person unique reference number</b>	RP524869
<b>Date of previous inspection</b>	25 November 2013
<b>Telephone number</b>	07891 526 469

Moulton Pre-School was registered in 2008 and is managed by a non-profit incorporated voluntary association. The pre-school employs six members of childcare staff. Of these, one holds early years professional status and another holds an appropriate early years qualifications at level 6. A further two staff members hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 2. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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