

# Moulton Harrox Pre-School and Out of School Club



The John Harrox Cp School, Broad Lane, Moulton, SPALDING, Lincolnshire, PE12 6PN

<b>Inspection date</b>	7 March 2017
Previous inspection date	29 January 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Partnerships between the pre-school and parents are particularly strong. Staff know families well and do everything they can to make sure all children can access the setting successfully. Parents offer high praise about the support their children receive from staff and how children feel secure and included at all times.
- Staff provide a stimulating environment where children find plenty to interest them. They make good use of the outside area, where they can practise their physical skills or extend their learning in a variety of ways.
- Children are confident and feel secure at pre-school. They are able to communicate well with staff and friends and are familiar with daily routines.
- The managers have good procedures in place to monitor children's progress and the educational programmes on offer. Interventions to help those at risk of falling behind are timely and have a positive impact on children's progress. For example, staff plan small group or individual support at the earliest indication of any gap in learning.

### It is not yet outstanding because:

- Occasionally, some staff miss opportunities to extend children's learning through their interests.
- Although staff supervision is undertaken by managers, it lacks the focus needed to help individual staff to improve their teaching skills to the highest level.

## What the setting needs to do to improve further

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

- respond more readily to children's fascinations and interest, to enhance learning during children's freely chosen play
- strengthen the arrangements for staff supervision and sharpen focus on improving teaching even further.

### 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 one of the pre-school managers.
- The inspector held a meeting with both pre-school managers. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Jacqueline Baker

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have attended training and are knowledgeable about child protection matters. They know how to identify concerns and who to report to if the need arises. Children's safety has a high priority in the setting and stringent measures are taken to prevent unknown people from entering the premises. Recruitment procedures are robust and staff have a thorough induction to the setting's working practices before they start to work with children. The staff team is well established and has opportunities to attend training that will support their work. This has been particularly successful in improving staff's abilities in promoting children's communication skills. Staff use self-evaluation effectively to reflect on their work and develop action plans for improvement. Staff have good links with the host school and this supports children's transition when the time comes. Equally, staff have good partnerships with other providers and professionals concerned with children's well-being and development.

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

Children enjoy playing and learning at pre-school. They enjoy being outside where they can be imaginative and learn to work cooperatively together. For example, children have great fun as they build a rocket and try to squeeze as many friends as possible into their creation. Children concentrate well as they work with staff. They look carefully at fruit in readiness for making a display and use words, such as slippery to describe the texture. Children are confident as they use tools, such as scissors and take pride in their work. Children are able to count as they play with bricks and recognise numbers in favourite stories. Staff make accurate assessment of children as they play and information is readily shared with parents about progress being made.

### Personal development, behaviour and welfare are good

The key-person system is successful and staff work hard to ensure children's individual needs are met. Children learn to be independent in their self-care needs, according to their stage of development. Staff help children learn about healthy lifestyles during routines and activities, such as story time. When asked, children enthusiastically contribute their ideas about which foods are good for them and which should only be eaten occasionally. Children are able to play outside, where they learn to coordinate their movements on assault courses or take walks in the school grounds. As they play, children are also learning about risks and how to prevent injuring themselves or their friends. Children are able to independently choose their own playthings or join staff in adult-led activities, planned to enhance their learning.

### Outcomes for children are good

Children are happy at pre-school and are keen to learn. They know routines well and due to the guidance and support staff offer, are able to behave well. Children listen carefully during group times and are able to sustain their concentration in chosen activities. Children are making good progress from their starting points and are gaining the skills needed for their move to school.

## Setting details

<b>Unique reference number</b>	EY448626
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1065988
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	40
<b>Number of children on roll</b>	82
<b>Name of registered person</b>	Moulton Harrox Pre School & Out of School Club Partnership
<b>Registered person unique reference number</b>	RP902529
<b>Date of previous inspection</b>	29 January 2013
<b>Telephone number</b>	01406 370109

Moulton Harrox Pre-School and Out of School Club was registered in 2012. The pre-school employs 10 members of childcare staff. All hold appropriate early years qualifications at level 2 or above. The pre-school opens Monday to Friday for 50 weeks of the year. Sessions are from 7.45am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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