

# Moordown Pre-School

Scout Hall, Victoria Park Road, Moordown, Bournemouth, BH9 2RB



|                          |                   |
|--------------------------|-------------------|
| <b>Inspection date</b>   | 15 June 2017      |
| Previous inspection date | 10 September 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

- Staff work effectively with other agencies and professionals to provide support for children who have special educational needs and help them to make good progress.
- Children settle quickly and are eager to go to the pre-school. A well-embedded key-person system plays a large part in underpinning the well-established relationships that exist between staff, parents and children.
- Staff use a range of successful methods to support children who speak English as an additional language. For example, parents who understand the children's home language volunteer to help new parents and children to settle in and build relationships.
- Staff provide a welcoming and stimulating environment where children learn through play and exploration. For example, children use a measuring tape to compare sizes and investigate concepts of bigger or smaller.
- The manager demonstrates her commitment to providing a good-quality service for children. She continuously evaluates the pre-school and gathers information from staff and parents to help her identify what it does well and where to make improvements.

### It is not yet outstanding because:

- Occasionally, staff do not make the most of spontaneous opportunities to build on children's learning.
- Key persons do not ensure that they keep all parents fully informed about their children's next steps for learning to help them promote and challenge children's learning at home.

## What the setting needs to do to improve further

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

- strengthen staff's skills in recognising and making the best use of opportunities to extend children's learning as they arise
- strengthen the methods for sharing information with parents about children's individual learning and development.

### Inspection activities

- The inspector observed children and staff during activities indoors and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager and spoke with parents, staff and children.
- The inspector sampled a range of documentation, including assessment records and planning, policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff and discussed the pre-school's improvement plan.

### Inspector

Rachel Cornish

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff know the signs that may raise a concern about a child's welfare and are clear of the procedures to follow in the event of such concern. The management ensures the continued suitability of all persons working with the children through following thorough procedures. The manager leads her highly motivated team well and they work in a harmonious way, which helps children to feel safe. She uses effective systems to support and monitor staff. For example, staff benefit from regular staff meetings as well as ongoing training to raise teaching standards further. The management team regularly monitors assessments of children's learning and uses this information to ensure the good progress of all children.

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

Children are highly engaged in an exciting range of activities that stimulates their learning. Older children are beginning to learn how to make new colours with the paint they are using in creative activities. Younger children enjoy experimenting with tools as they manipulate play dough they made the day before. Staff have a good understanding of how children learn, and they know all the children very well. They gather information about children's capabilities when they start and use this information well to plan targeted activities for them. Staff encourage children's awareness of numbers and shapes in various ways, such as counting everyday items and completing puzzles. Staff extend children's communication skills well, extending their vocabulary as they play.

### Personal development, behaviour and welfare are good

Staff praise children regularly and encourage positive behaviour. For instance, they help children to show respect to each other and encourage them to negotiate and solve problems. Children enjoy lots of opportunities to play outdoors. For example, they run, jump and skip as they explore the school's playground next door. Staff are good role models for children and they encourage them to gain independence and develop self-care skills. For example, at snack time, they ensure that children wash their own hands and they encourage them to peel their own oranges. Staff have good links with the schools that children go on to attend and they are directly involved with the transition process. This helps to support children's emotional well-being.

### Outcomes for children are good

Children progress well from their individual starting points, including those who speak English as an additional language and those who have special educational needs. Children are curious. They concentrate well and remain engaged with some activities for long periods. Children build good social skills. They acquire solid learning foundations and are ready for the eventual move on to school.

## Setting details

|                                                  |                                                     |
|--------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                   | EY444776                                            |
| <b>Local authority</b>                           | Bournemouth                                         |
| <b>Inspection number</b>                         | 1062583                                             |
| <b>Type of provision</b>                         | Full-time provision                                 |
| <b>Day care type</b>                             | Childcare - Non-Domestic                            |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register |
| <b>Age range of children</b>                     | 2 - 4                                               |
| <b>Total number of places</b>                    | 30                                                  |
| <b>Number of children on roll</b>                | 47                                                  |
| <b>Name of registered person</b>                 | Moordown Pre School Limited                         |
| <b>Registered person unique reference number</b> | RP905844                                            |
| <b>Date of previous inspection</b>               | 10 September 2013                                   |
| <b>Telephone number</b>                          | 07729773846                                         |

Moordown Pre-School registered in 2012. It is privately owned. The pre-school opens Monday to Thursday from 8.45am to 3.15pm, and on Friday from 8.45am to 1pm, during term time. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There is a team of seven staff working with the children. Of these, one holds an appropriate early years qualification at level 4 and four members of staff hold qualifications at level 3.

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