

Moorpool Preschool

Lower Hall Moorpool, The Circle, Birmingham, B17 9DY



Inspection date

4 July 2017

Previous inspection date

9 March 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Leaders and staff have effectively addressed the weaknesses identified at the last inspection. Staff now receive regular supervision sessions and training to further enhance their knowledge to improve outcomes for children.
- Most staff are qualified and understand what children need to learn next. This is because they know children well and use observations to inform their planning. They provide a good range of resources and activities that interest children and motivate their learning.
- Staff work closely with other agencies and professionals to meet the individual needs of children. They implement effective strategies to ensure that children who have special educational needs and/or disabilities receive the support they need.
- Partnerships with parents are good. Communication between home and the pre-school is effective and contributes to children making good progress in their learning.
- Staff support children's emotional needs well. They provide an environment that enables children to feel safe and secure. Children form close, caring bonds with staff.

It is not yet outstanding because:

- Staff do not always provide enough challenge for the older and most-able children.
- Staff have not fully established a regular exchange of information with staff at other settings that children attend. They are not always able to build effectively on the learning that takes place elsewhere.

What the setting needs to do to improve further

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

- provide older and the most-able children with higher levels of challenge, so that they make more rapid progress in their learning
- build on the strategies in place to promote more effective two-way communication with staff at other early years settings that children attend.

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 checked a range of documentation, including safeguarding procedures and evidence of staff suitability and qualifications.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Trisha Turney

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff have worked hard to reflect on every aspect of the provision for children's welfare, learning and development. They have worked closely with local authority advisers and other professionals to successfully raise the overall quality of the provision. As a result, their priorities for improvement are well targeted to bring about sustained improvement. Safeguarding is effective. Staff fully understand their roles and responsibilities and the procedures to follow should they have any concerns. Detailed policies and procedures are successfully implemented to promote a safe environment for children. Parents are kept informed about their children's day through various methods. They speak with staff, receive newsletters and attend meetings at the pre-school. They are consulted about any information relating to their child, enabling good partnership working to meet children's needs. Parents are very happy with the service provided.

Quality of teaching, learning and assessment is good

Staff incorporate mathematical concepts throughout the session. They encourage children to learn about size and capacity. For example, children fill and empty containers as they play with sand and water. Speaking and listening skills are promoted well. Staff talk to children and question them as they play. They are enthusiastic as they encourage children to join them as they sing, dance and move to action songs. Visual aids are used to enhance communication skills further. Children's creativity and imagination is fostered well by staff. For example, children enjoy painting and gluing as they make pictures of boats and ships. Outside, children pretend to serve food and dress up as their favourite superheroes.

Personal development, behaviour and welfare are good

Staff create a welcoming environment for children. Children's behaviour is good as staff support them well to understand the pre-school rules and routines. They learn to play cooperatively, share and take turns. Children enjoy taking responsibility for small tasks. For example, they help serve snacks and tidy away toys at the end of the session. Staff enhance learning well in the outdoor area. For example, when children show an interest in some rough wood, staff ask them how they might make it smooth. Staff provide toy tools and children pretend to be builders as they make repairs. Snack time is a social occasion and children benefit from nutritious food.

Outcomes for children are good

Children make good progress in all areas of their learning and development. They become confident, independent learners and socialise well with others. Targeted support is provided for children who join the pre-school with starting points below that expected for their age. As a result, any gaps in learning are closing and most children leave the pre-school working within their typical age range. Children develop good early literacy skills as they listen to stories and join in with repeated refrains. Their language development is enhanced as they sing songs and rhymes. Children are well prepared for the next stage of their education.

Setting details

Unique reference number	EY498970
Local authority	Birmingham
Inspection number	1096818
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 3
Total number of places	20
Number of children on roll	19
Name of registered person	Andrea Wynne Ruff
Registered person unique reference number	RP901132
Date of previous inspection	9 March 2017
Telephone number	07732908194

Moorpool Preschool registered in 2016. The pre-school employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, one holds a qualification at level 3, one holds a qualification at level 4 and one holds a qualification at level 5. The pre-school opens from Monday to Friday during term time. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two- and three-year-old children.

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