

# Mossley Hill Pre-School

St Matthews and St James Church Rooms, Rose Lane, Mossley Hill, Liverpool,  
Merseyside, L18 8DB



<b>Inspection date</b>	29 September 2017
Previous inspection date	25 April 2014

<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

- Overall, the staff team is highly motivated to improve their practice. Recent participation in a national scheme to strive for excellence in mathematics has been very successful. Children's progress in mathematics has been swift.
- The new, bright and accessible environment has a very positive impact on children's developing independence.
- Children have many opportunities to learn about the world around them. They share and celebrate their unique family backgrounds and learn about the features of their local community.
- Staff are quick to offer support to parents and to exchange information about what children are learning. Parents speak highly of the varied and interesting activities children take part in and say how fantastic the staff are.
- Partnerships with local schools and other early years settings are strong. Staff discuss the expectations teachers have and ensure children have the appropriate skills when they move. Children's transitions from the pre-school to schools are supported very well.

### It is not yet outstanding because:

- On occasion, planned adult-led activities are not evaluated to precisely identify what individual children need to learn next.
- While staff are well-qualified and very good teachers, performance management processes do not identify how they can strive for excellence.

## What the setting needs to do to improve further

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

- evaluate planned adult-led activities in sufficient detail to identify precisely what individual children need to learn next
- consider how staff can develop expertise and excellence in teaching across all areas of learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact on children's learning.
- The inspector had a tour of the premises and spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector spoke with the manager and her deputy at various times. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views provided by email.

### Inspector

Val Aspinall

## Inspection findings

### Effectiveness of the leadership and management is good

All permanent staff complete local safeguarding training. They know how to recognise and refer any concerns they have for children's welfare. Children's attendance is monitored and reasons for absence are noted. Effective monitoring systems are in place to identify risks and promote children's health and well-being. Safeguarding is effective. The small, qualified and well-established team exudes a passion for providing the best possible learning opportunities for children. Assessment data is analysed to provide an overview of the progress different groups of children make. As a result of recent investment, the environment has been thoughtfully adapted, providing children with a wealth of accessible resources, indoors and outdoors. Staff use their detailed knowledge of the requirements and how children learn to provide a safe, warm, friendly and stimulating environment where children thrive.

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

Teaching is very good. Staff are particularly skilled at helping children to develop good communication skills. Children listen carefully during circle times and take turns to share their news. They re-enact familiar stories during imaginary play and learn to count the beats in their name with a drum. Children have made very good progress in mathematics. Staff have shared their expertise with parents, helping them to promote mathematics at home. Children are encouraged to share their interests with each other, and they have an understanding of the wider world. For example, children who are fascinated by giraffes make a colourful collage with their parents to share with other children. Staff plan many activities that successfully promote children's understanding of equality and inclusion.

### Personal development, behaviour and welfare are good

Children are happy in the pre-school and are keen to join in the range of activities on offer. New children are quickly soothed by sensitive, attentive staff and are soon ready to play. Staff are skilled at helping children to identify emotions. They ask questions about how children feel and take time to listen to what they say. Children behave very well and learn how to cooperate with each other. For example, they share and take turns as they draw with various implements in dry sand. They follow instructions as they look for bugs in the garden. Children learn about healthy food and grow seasonal fruit and vegetables. They enjoy helping to make their own snacks and can manage their own care needs. Staff plan events throughout the year to help promote physical activity. For example, they participate in 'Bike week' and hold a sports day.

### Outcomes for children are good

Children make good and at times, excellent progress in their learning. They are very confident and approach visitors with enthusiasm, keen to share their imaginary games. Children match shapes, count and estimate small quantities. They point out letters and signs in the environment, and make letter shapes in sand. Children are active learners who are very well prepared to make the move on to school.

## Setting details

<b>Unique reference number</b>	322456
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1101855
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Mossley Hill Pre-School Committee
<b>Registered person unique reference number</b>	RP909059
<b>Date of previous inspection</b>	25 April 2014
<b>Telephone number</b>	01517244215

Mossley Hill Pre-School registered in 1991. It is committee run and operates from St Matthews and St James Church in Mossley Hill, Liverpool. The pre-school is open Tuesday, Wednesday, Friday from 8.45am to midday and Monday and Thursday from 8.45am to 2pm, during term time. The setting receives early education funding for three- and four-year-olds. There are four staff, all of whom have appropriate early years qualifications at level 3, including one member of staff with qualified teacher status.

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