

# Mowden Pre-School

c/o Mowden Infant School, Bushel Hill Drive, Darlington, County Durham, DL3 9QG



<b>Inspection date</b>	11 December 2017
Previous inspection date	11 July 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

- The staff team demonstrate a strong commitment to their work with children. They work closely with parents and other professionals to ensure that children benefit from a consistent approach in their care and learning experiences. Parents think very highly of staff and appreciate both the quality of teaching and the caring approach they bring to their roles.
- Staff gather a good range of information from parents about what children already know and can do when they start at the pre-school. They use this and their own observations to assess children's starting points and to plan challenging opportunities for ongoing learning and development.
- Children are able to move freely between the stimulating and well-organised indoor and outdoor spaces. This helps to promote a healthy lifestyle as children are provided with regular exercise and fresh air.
- As children move through pre-school and on to their next stage of learning, there is good sharing of information with other professionals. This helps staff to ensure that children have a smooth move from one setting to another.

### It is not yet outstanding because:

- The pace at which staff give information during play and activities is occasionally too fast for some children to consider, develop and express their own emerging ideas.
- Self-evaluation does not yet show precise targets for further development to drive the quality of the provision to an even higher level.

## What the setting needs to do to improve further

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

- give children more opportunities to think about and consolidate the information given by staff during some activities, taking account of their need to think about and share their responses and ideas
- enhance the process of self-evaluation to more effectively identify areas for improvement that raise the quality of the provision to an even higher level.

### 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 the pre-school manager.
- The inspector held a meeting with the pre-school manager. 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

Janet Fairhurst

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff are fully aware of their responsibility to protect children from harm. They are familiar with the procedures they should follow to report any concerns they may have. All staff have completed online courses to enrich their knowledge of their duty to prevent children from being exposed to extreme behaviours and views. The provider failed to notify Ofsted of changes to members of the committee within the required timescale. However, Ofsted is now aware of the changes and there is no impact on children's safety. This is because members of the committee have no contact with children and they all have a Disclosure and Barring Service check in place. The manager works closely with staff to monitor children's individual progress so that any gaps in their learning are quickly addressed. Regular supervision meetings for staff enable the manager to offer support and guidance and identify training to improve the experiences offered.

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

Staff support young children in developing their communication and language skills. For example, they discuss who children are making birthday cakes for as they play with the play dough. Staff are proactive about seeking support for children with speech and language delay and successfully follow up strategies recommended by speech and language therapists. They provide good opportunities to build children's understanding of letters and the sounds they represent. Staff encourage children to take part in activities that are accurately matched to their interests. For example, children eagerly attempt to write a letter to Father Christmas. Some children show a good awareness of early writing skills and form the letters of their name correctly. Staff actively engage with children as they use remote-controlled cars. They skilfully link the action with words to help children grasp mathematical language, such as 'forward' and 'backward'.

### Personal development, behaviour and welfare are good

Children help themselves to toys and resources that develop their independence and ideas for play. They are well behaved and staff use positive and consistent strategies to help children learn right from wrong. They develop good self-confidence, socialise well and build respectful relationships with one another. Children are taught about healthy lifestyles at mealtimes. They show an understanding of why they need to wash their hands and discuss healthy foods and drinks.

### Outcomes for children are good

All children leave the pre-school well prepared for their next stage in learning. They count with increasing accuracy and are beginning to recognise numbers. Children help each other and share resources with minimal adult support. They demonstrate an enthusiasm for learning as they eagerly participate in games and activities. Children learn about the wider world with trips into the local community. For example, they visit a local hospice to sing festive songs.

## Setting details

<b>Unique reference number</b>	301168
<b>Local authority</b>	Darlington
<b>Inspection number</b>	1103420
<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>	3 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Mowden Pre School Group Committee
<b>Registered person unique reference number</b>	RP518416
<b>Date of previous inspection</b>	11 July 2014
<b>Telephone number</b>	07812429563

Mowden Pre-School Group registered in 1999. The pre-school employs six members of childcare staff, including the manager. Of these, one holds an early years qualification at level 5, and five hold early years qualifications at level 3. The pre-school is open Monday to Friday from 8.45am to 11.45am and 12.15pm to 3.15pm during term time only. The pre-school provides funded early education for three- and four-year-old children.

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