

# Moor Lane Church

226 Moor Lane, Upminster RM14 1HN



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 28 January 2019 |
| Previous inspection date | Not applicable  |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b><br>Previous inspection: | <b>Good</b><br>Not applicable | <b>2</b> |
|---|---|-------------------------------|----------|
| Effectiveness of 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 manager monitors children's progress effectively to identify gaps in learning. She works well with external services to help secure appropriate interventions and support for children.
- Staff provide activities that motivate children to explore and investigate. For example, staff encouraged children to consider how to access items inside a large block of ice. Children excitedly suggested smashing the ice or using heat to melt it. Children develop a positive attitude towards learning.
- Staff provide a welcoming and nurturing environment. Children build secure attachments with their key person. This helps all children, including those who are new to the setting, to settle quickly.
- Children enjoy celebrating their achievements with others. Children confidently stand in front of their peers to share their artwork, talking about what they have drawn. This helps to develop their self-esteem and prepare them for future learning and their eventual move on to school.
- Staff occasionally miss opportunities to encourage children to explore reading materials and develop their imaginative skills even further.
- The manager does not consistently support staff to fully reflect on practice, to help identify areas for improvement and raise the quality of teaching to an outstanding level.

## What the setting needs to do to improve further

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

- encourage children to develop their imaginative skills and explore reading materials even further
- support staff to fully reflect on practice to help identify areas for improvement and raise the quality of teaching to an outstanding level.

### Inspection activities

- The inspector spoke with children, the manager, staff and parents, and read letters from parents at appropriate times during the inspection.
- The inspector and the manager carried out a joint observation of a focused activity.
- The inspector observed activities, play and interactions between staff and children indoors and outdoors.
- The inspector looked at the range and suitability of resources available.
- The inspector sampled documents, including policies, training certificates, staff profiles and children's learning records.

#### Inspector

Leanne Stranger

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure knowledge of the procedures to follow if they have concerns about a child's welfare. They are able to recognise signs that a child may be at risk of extreme ideas and views. The manager uses regular supervision to monitor some aspects of staff practice and identify some areas for professional development. Staff apply knowledge from recent training around the early years foundation stage to help improve observations of children and plan activities more effectively. This helps to improve learning opportunities for all children. Overall, self-evaluation is accurate. The manager involves parents in evaluating the setting. For example, the manager is currently developing the garden area to create a more accessible space for children to explore. The manager works well with other settings that children also attend to help ease transitions to pre-school and ensure a continuity of care.

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

Staff make effective use of spontaneous moments to extend children's learning. For example, they encouraged children to stop to listen to the birds in the garden. Children correctly recognised a magpie and staff talked to them about different birds and their habitats. This helps children develop an understanding of the world around them. Staff support children to recall previous topics successfully. For example, when discussing a tortoise in a story, children remembered that during winter some animals hibernate. Staff extend children's language skills well. They use information from parents to help inform initial assessments about what children know and can do. Staff keep parents informed about children's progress and give ideas for further learning at home. Effective partnerships between parents and staff contribute to children's overall learning well.

### Personal development, behaviour and welfare are good

Staff help children to learn about healthy choices successfully. For example, they provide a wide variety of fruit and vegetables. Children move quickly on the spot and learn about the impact of exercise on their body as they feel their heartbeat. Staff remind children of the rules of the setting and encourage them to try to follow them. Staff are excellent role models who help children to manage their own behaviour well. Staff provide many opportunities for children to celebrate one another's similarities and differences. For example, they helped children to learn about the different houses people live in as they built houses from recycled materials. Children play with dolls that reflect a range of ethnicities and they enjoy learning about different festivals throughout the year.

### Outcomes for children are good

Older children recognise numbers that they find in the garden. They learn to match individual digits to the correct number of objects. This helps to extend their mathematical development effectively. Younger children enjoy working out how to master locks and latches on a board. This helps them to develop their small movements and their problem-solving skills well. Children work well within the development typical for their age and make good progress towards their early learning goals.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                   | EY501035                           |
| <b>Local authority</b>                           | Havering                           |
| <b>Inspection number</b>                         | 10089999                           |
| <b>Type of provision</b>                         | Childcare on non-domestic premises |
| <b>Registers</b>                                 | Early Years Register               |
| <b>Day care type</b>                             | Full day care                      |
| <b>Age range of children</b>                     | 2 - 4                              |
| <b>Total number of places</b>                    | 28                                 |
| <b>Number of children on roll</b>                | 26                                 |
| <b>Name of registered person</b>                 | Moor Lane Church Pre-School        |
| <b>Registered person unique reference number</b> | RP535471                           |
| <b>Date of previous inspection</b>               | Not applicable                     |
| <b>Telephone number</b>                          | 07599930469                        |

Moor Lane Church pre-school registered in 2016. It is situated in Cranham in the London Borough of Havering. The setting opens term time only. Sessions run on Monday from 9am to 12.10pm and on Tuesday, Wednesday and Friday from 9am to 3pm. There are seven members of staff, six of whom hold relevant early years qualifications.

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