

# Mosses Pre School

Cecil Street, Bury, Lancashire BL9 0SB



<b>Inspection date</b>	15 April 2019
Previous inspection date	29 February 2016

<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 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 key-person system is good. Children have a secure and strong bond with staff, who have an in-depth knowledge of all children's individual needs. As a result, children are happy and settled.
- The manager has addressed the recommendations from the previous inspection. Group activities now consist of smaller groups of children. The manager and staff have implemented effective systems to accurately assess and track the progress of different groups of children.
- Staff are skilled in addressing gaps in children's speech and language quickly. Many children who attend the pre-school speak English as an additional language. Staff speak to children clearly and ensure key words are translated so they can help children to make connections with the corresponding word in English. As a result, children make good progress in their communication skills.
- Early years pupil premium funding has been used effectively by increasing staffing levels. This ensures staff are available to provide individual support when required.
- The quality of teaching is good. Staff provide a range of activities in an inviting learning environment. Children are enthusiastic and inquisitive to learn.
- On some occasions, children's requests to play outside more frequently are not always recognised by staff. Therefore, opportunities for children to follow through with their own ideas and develop their self-care skills, are not fully promoted.

## What the setting needs to do to improve further

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

- provide more opportunities for children to follow through with their own ideas and develop their self-care skills.

### Inspection activities

- The inspector observed activities across the pre-school inside and outdoors, and assessed the impact this has on children's care and learning.
- The inspector spoke to members of staff, the manager and children at appropriate times during the day. She also took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out two joint observations with the pre-school manager.
- The inspector discussed the pre-school's self-evaluation with the manager and staff. She looked at children's records, planning documentation, evidence of suitability of staff, and a range of policies and procedures.

### Inspector

Alison Tranby

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff are alert in identifying and responding to concerns that could indicate a child is at the risk of harm. Staff suitability is reviewed. The manager has regular supervision meetings with the staff to discuss their own personal development and to review the progress of their key children. The manager and the trustees have redesigned the main room to reduce noise levels. There are now two separate areas for the varied age ranges of children. This has enhanced children's learning by enabling staff to focus on children's specific learning needs in smaller groups. Parents' views are used by the manager to evaluate the pre-school. The manager and staff are committed to continual improvement and have a clear vision for future developments.

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

Staff have high expectations for children based on their accurate assessments of children's individual skills and knowledge when they first start attending the pre-school. The manager reviews the quality of teaching and supports staff well to ensure teaching is of a consistently high standard. Children have good support to develop their use of English. All children are making good progress, including children with special educational needs and/or disabilities (SEND). Where children's starting points are lower than expected, any gaps in their learning are swiftly identified and additional support is provided to help children make the best possible progress. The special educational needs coordinator works effectively with parents and other professionals to obtain support for children with SEND. Staff provide a stimulating learning environment, such as water play with pebbles that sink and plastic eggs that float. This helps to motivate children to be active in their learning.

### Personal development, behaviour and welfare are good

The staff team work well together to create a welcoming environment. Staff support children to learn how to keep themselves safe. For instance, children show an awareness of the risks around running indoors and outdoors. Healthy snacks are provided and staff share examples of nutritional lunch boxes with parents to enhance an understanding of healthy eating. Children show mutual respect for each other and are well behaved. The pre-school has many resources reflecting different beliefs and they celebrate festivals from other cultures. As a result, children learn about differences and people in the wider world. The manager has developed good links with the local schools and provides a transition report for each child.

### Outcomes for children are good

Children demonstrate they are eager learners. They use mathematical language well during water play and enjoy counting how many eggs they can fit in the buckets. Children with specific learning needs are very well supported. As a result, all children, regardless of their ability, take an active part in a full range of activities. Children interact well with each other. They share the play equipment and often compliment each other. Children are developing the skills that prepare them well for their next stages of learning. Children excitedly talk about moving on to 'big school'.

## Setting details

<b>Unique reference number</b>	EY308635
<b>Local authority</b>	Bury
<b>Inspection number</b>	10073536
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Mosses Community Association Ltd
<b>Registered person unique reference number</b>	RP906933
<b>Date of previous inspection</b>	29 February 2016
<b>Telephone number</b>	0161 761 2079

Mosses Pre School registered in 2005. The pre-school employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday during term time only. Sessions are from 8.45am until 11.45am and 12.45pm until 3.45pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school also provides care for children who speak English as an additional language and children with SEND.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

