

# Inspection of Moor Fun

School House, Birmingham Lane, Meltham, Holmfirth, Yorkshire HD9 5LH

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Inspection date: 24 September 2019

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Leaders have high expectations for children. Staff plan a wide range of interesting activities that children enjoy, based on what they know children like. They are skilled at adapting activities to support children's communication and language, which they have identified as an area to focus on. Children are happy and settled as staff spend time getting to know them. They show consideration for others and are becoming very independent. Children learn to manage their own hygiene routines, such as washing their hands after going to the toilet. They eagerly help tidy up and show care for the resources they have. Children feel safe and secure and have developed warm relationships with the staff. They are supported effectively to understand how to keep themselves safe. For example, staff explain to children why it is not safe to stand on a chair to reach things as they may fall and hurt themselves. Children are happy and demonstrate a good attitude to learning. They are keen to try things for themselves and concentrate well. They seek out staff for help when they cannot do something, such as straighten the concertinaed tube. Staff encourage them to try, supporting them until they achieve their goal.

### **What does the early years setting do well and what does it need to do better?**

- Staff promote children's behaviour effectively. Children understand the rules and they behave well. For example, staff explain to children the traffic light system, to help them stay on green and maintain their good behaviour. Staff help them resolve their differences and find solutions to arguments. For example, when two children want the same doll, staff remind them that they can use the timer so everyone has a go. Children use the timer and are happy to wait for their turn.
- Staff plan plenty of activities to foster children's love of books. There is a comfy area where children can sit to look at a selection of fiction and non-fiction books and magazines. Staff read to children on their own or use specific times of the day for a group story, building children's vocabulary.
- Staff follow children's lead effectively. For example, when children show an interest in music, staff get out the instrument box. They encourage children to look at, name and listen carefully to the sound of the different instruments. They turn this into a game of guessing which instrument made the sound, and adapt the activity further by introducing a singing session. Children play their different instruments as they sing nursery rhymes, further supporting their language development.
- Staff know their key children well. They support children to become independent. Children competently pour their own drinks and are provided with a balanced range of food to promote their health.
- Staff use successful teaching strategies and question children effectively to

develop their imagination and thinking. For example, as children complete jigsaws, staff talk to them about the fruit and vegetables in the pictures. They ask children to name them and explain new words to them. Staff encourage children to count and recognise numbers, supporting them by counting together if they are unsure.

- Parents comment how happy they and their children are with the setting. Staff speak to parents and pass on information to them about their child's day. However, opportunities to include parents in their children's learning and development effectively are not yet fully embedded in practice.
- Children do not have access to the same wide range of activities outdoors. There are fewer opportunities for children to strengthen their physical development, such as practising their large-muscle skills.
- Leaders have a good understanding of the strengths and areas they wish to improve. They understand all children's stage of development and plan a varied curriculum around what they need to learn next. They monitor staff teaching well and have a clear understanding of effective teaching strategies to help children learn.

## **Safeguarding**

The arrangements for safeguarding are effective.

There are effective procedures in place to protect the children in their care. Staff have attended appropriate training and know the signs and symptoms of abuse. They have a good understanding of who to report any concerns to and how to work with external agencies, should the need arise. Staff have a good understanding of how to keep children safe when using computers. The premises are secure to prevent unauthorised entry to the setting and visitors' identity is checked if someone arrives unannounced. This helps to keep children safe.

## **What does the setting need to do to improve?**

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

- extend the range of outdoor activities to enhance children's learning and provide more opportunities for them to develop their large-muscle control
- strengthen partnerships with parents to provide more opportunities for them to become involved in their children's learning.

## Setting details

<b>Unique reference number</b>	EY560560
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10124284
<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>	3 to 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Stopford, Katherine Anne
<b>Registered person unique reference number</b>	RP544301
<b>Telephone number</b>	07525049742
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Moor Fun registered in 2018 and operates in Meltham, Holmfirth. There are five childcare staff, four of whom are qualified at level 3 and above. The setting is open all year round. Sessions are from 7.30am to 9am and 11.55am to 6pm, with the after-school session from 3.15pm to 6pm. The setting provides funded early education for three- and four-year-old children.

## Information about this inspection

**Inspector**  
Duncan Gill

### Inspection activities

- The inspector completed a joint observation with the manager of the setting.
- The inspector held discussions with the provider, manager, staff and parents.
- The inspector checked evidence of staff suitability, training certificates and other documents.
- The inspector observed children playing during the inspection.

We carried out this inspection 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.

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