

Inspection of Moredon Pre-School

Moredon Community Centre, The Street, Swindon, Wiltshire SN25 3ER

Inspection date:

6 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settled well at the pre-school. Although staff provide them with an adequate range of activities, these do not always challenge children's learning or engage them well. Staff do not have sufficient understanding of how to plan for children's interests and progress. As a result, older children quickly lose interest as they play. For example, staff encourage children to write their names, even though the children have no interest in doing this and many of them have not acquired the skills that enable them to hold a pencil correctly. Staff are kind and welcoming to children. However, they fail to provide consistent boundaries that help children to manage their behaviour appropriately. At times this impacts on children's learning. For example, some children struggle to concentrate when listening to a story, and therefore do not benefit fully from this activity.

Staff encourage children to be independent and children are confident at meeting their own care needs. For example, they look in the mirror as they use wipes to clean paint off their own faces.

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

- Staff do not always set clear or consistent boundaries to help children learn how to manage their feelings and behave appropriately. For instance, during the inspection, staff allowed children to paint on the toys and the playhouse in the garden. The manager confirmed that children are not allowed to do this, therefore staff have delivered unclear messages about behavioural expectations. Children do follow some routines and they help to tidy up the toys and get ready for lunch. However, the inconsistencies in boundaries have an impact on children's behaviour and learning.
- The environment and resources are well organised to allow children to be independent in making choices. Children are confident about making their own decisions about what they would like to play with. However, staff struggle to engage children in meaningful play or challenge children with their learning. The manager has recognised the weaknesses in teaching but has not considered how she can raise the quality of staff interactions with children to a good level.
- Staff observe children and assess their progress. However, they do not use the information that they gather from assessment well enough to provide children with challenge in their learning. The activities provided do not capture children's attention or offer appropriate challenge.
- Parents receive regular updates and feedback about their child's learning and the progress that they have made. Staff work closely with parents and support children's care needs well. For instance, children receive support with toilet training, and staff sit with children at mealtimes to encourage them to eat. However, staff do not work with parents to gather information about children's

development when they first attend the setting, to support them with getting to know children and assessing their learning.

- Children benefit from opportunities to exercise and take part in physical play. They enjoy playing football, bouncing the balls and trying to catch them. Older children enjoy dressing up, and demonstrate independence as they try the different outfits on.
- Staff work closely with other professionals to support children with special educational needs and/or disabilities in the pre-school. For instance, they share information and attend meetings to keep well informed about children's progress to update their support plans.
- Since the last inspection the manager has not reflected on her practice. She is waiting for training and support from the local authority to help her to address the identified weaknesses.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe. They have a secure understanding of safeguarding and child protection matters. The manager and staff can identify the signs that may mean a child is at risk, and they know what action to take if they have concerns about a child's welfare. The manager and staff work well with other professionals to support children and their families, such as through attending meetings. Staff deploy themselves well, they carry out risk assessments and ensure that the pre-school is safe and secure.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that staff give children clear and consistent messages about behaviour expectations	27/11/2019
provide staff with support and guidance to raise the quality of teaching to a good level.	27/11/2019

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

- review planning procedures to better engage children and include their interests and what they need to learn next

- develop partnerships with parents further to gain a better understanding of children's progress when they first start attending the pre-school.

Setting details

Unique reference number	511111
Local authority	Swindon
Inspection number	10106649
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	26
Number of children on roll	25
Name of registered person	Moredon and Rodbourne Cheney Community Association Committee
Registered person unique reference number	RP522630
Telephone number	01793 535887
Date of previous inspection	4 December 2014

Information about this early years setting

Moredon Pre-School opened in 1977. The pre-school operates from rooms in Moredon Community Centre, North Swindon, Wiltshire. The pre-school is open five days a week during term time. On Monday, Tuesday, Wednesday and Thursday the pre-school is open from 8.45am until 3pm and on Friday from 8.45 am until 11.45am. There are five members of staff working directly with the children. One has a level 4 qualification and three have level 3 qualifications.

Information about this inspection

Inspector

Victoria Nicolson

Inspection activities

- The inspector had a tour of all of the areas of the pre-school.
- The inspector looked at a sample of documentation. This included evidence about staff suitability, accidents and training.
- The inspector spoke to parents and took account of their views.
- The inspector carried out a joint observation with the manager and reflected on the activity and teaching.
- The inspector had discussions with staff and children throughout the inspection.
- A meeting was held with the manager and inspector.

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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