

# Inspection of Morda Village Pre School

Morda C of E Primary School, Morda, OSWESTRY, Shropshire SY10 9NR

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Inspection date: 9 November 2021

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### The provision is outstanding

This pre-school is fully inclusive to all children's needs. Children who start below the expected levels of development, and children who have been absent from the pre-school for long periods throughout the COVID-19 pandemic, all progress rapidly. These children quickly grasp skills of listening, understanding of language and a sense of security to build relationships with their peers.

Children have a strong understanding of the meaning of respect. This includes towards others and the environment. Children leave toys how they found them and play harmoniously together. Staff support this through their teaching of clear boundaries. Staff are innovative in helping children to learn about the impact their less positive behaviour has on other children, including through video observations. This helps children review how what they do makes others feel. Children demonstrate very good behaviour skills, such as taking turns at pulling their friends around on toys outside.

Children are eager learners. They demonstrate their skills with confidence. For example, they say rhymes out loud for staff to play a tune for with instruments. Children are very critical in their thinking. They consider how they can solve problems, together in groups and as individuals. Children offer ideas to staff to test them out, such as how to get a ball down from the roof. Children know that sometimes they need to keep on trying and they will not succeed straight away. The nurture provided by staff helps children to be resilient to this.

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

- Staff have expertly developed a planned curriculum. They have done this through using information from their precise monitoring of children's learning and their deep understanding of the local needs of children. The manager also works in partnership with the host school teachers to consider what knowledge and skills children need to be ready for school. Implementation of the curriculum is inspirational, consistent and supported by highly skilled staff and leaders. Less-skilled staff are supported extremely well to develop their understanding of the theory of teaching.
- Staff are expert in their use and modelling of language. Their pronunciation of letters, sounds and words is correct. This helps children to hear and say words correctly. Children who start with limited vocabulary go on to put three words together in a matter of weeks. Children adore books and reading. Parents told the inspector that they understand the importance of reading with their children and that staff at the pre-school promote this to them. Young children who the provider receives two-year-old funding for can recite familiar stories, such as 'The Three Billy Goats Gruff', from the beginning to the end. This shows their

outstanding communication, language and literacy skills.

- Children's concentration levels are much higher than expected for their age. Toddlers who use multiple languages can concentrate for over 20 minutes. Staff support these children to acquire knowledge of mathematical concepts. They play alongside the children to construct with blocks and explore different heights and lengths. The children listen and repeat the sounds and words that staff use during the construction play. This helps the children to use and understand new vocabulary.
- The leader understands that the population of people living in the local areas limits children's opportunities to learn about a wide variety of different people and ways of life. Staff work hard to cherish children's individualities and what makes their own family different and similar to others. They encourage children to share their own customs and faiths, such as baptisms, with their friends. This is helping children to start to learn about respect and tolerance towards others.
- The manager leads staff to deliver the curriculum through a variety of ways to help children develop their own unique character. For example, she provides weekly forest school sessions for children. This has a positive impact in allowing children who aspire to be a 'gorilla' to role play and climb trees.
- The manager is highly skilled and experienced. She has recently managed a number of staff changes. The manager has used her skills to ensure these changes did not have an adverse impact on the quality of care and education provided to children. The committee is very good at holding the manager to account. This helps to ensure that ongoing developments at the pre-school have a positive impact on children's experiences.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are tenacious in identifying concerns about children's welfare and working with parents to help them access the right support. For example, staff ensure that children and their families have sufficient food, especially during the pandemic. The safeguarding lead works closely with professionals and challenges other agencies, where necessary, to help ensure children and their families are in receipt of the help they need. Staff are well trained in the area of safeguarding. They have robust policies to manage safeguarding concerns that may arise, such as allegations or concerns about staff.

## Setting details

<b>Unique reference number</b>	EY407758
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10116388
<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>	Full day care
<b>Age range of children at time of inspection</b>	2 to 10
<b>Total number of places</b>	24
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Morda Village Pre-School Committee
<b>Registered person unique reference number</b>	RP905339
<b>Telephone number</b>	01691 688743
<b>Date of previous inspection</b>	29 April 2015

## Information about this early years setting

Morda Village Pre School registered in 2010. There are four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The pre-school opens from 7.45am until 3pm, Monday to Friday, term time only. The provider receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Scott Thomas-White

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn. The inspector and the manager conducted a joint observation together and discussed the leadership and management of the pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views. Children communicated with the inspector throughout the day. Parents shared their views on the pre-school with the inspector.
- The inspector observed the quality of education provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager showed the inspector documentation to help demonstrate the suitability of staff.

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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