

# Inspection of Moore Village Pre-School

The Milner Church Institute, Runcorn Road, Moore, Warrington WA4 6TZ

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Inspection date: 4 May 2022

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

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

### **The provision is inadequate**

Children in the pre-school are not kept safe. This is because staff do not have an up-to-date knowledge of safeguarding procedures. Furthermore, the provider has failed to update Ofsted about those involved in supporting the pre-school. Committee members of the pre-school have not had the correct suitability checks carried out. This puts children at further risk of harm.

Despite weaknesses, children arrive at the pre-school happy. They are greeted warmly and in a caring manner by all staff. They settle quickly into the pre-school environment and freely select their chosen areas of play. Children enjoy exploring resources which ignite their imagination and motivate them to investigate and experiment. For example, they enjoy creating 'gingerbread men' using play dough.

Staff provide many opportunities for children to be physically active in the outdoor and indoor areas. They promote children's independence by standing back and allowing them to have a go, before helping them. Children enjoy re-telling and acting out stories, such as 'We're Going on a Bear Hunt'. They also show kindness to their friends as they encourage them to join in with the story. Children are able to recognise and name shapes, such as 'cube' and 'square'. This demonstrates their early mathematical development.

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

- The provider does not ensure that staff, including the designated safeguarding leads, have a secure knowledge of child protection procedures. This results in staff being confused about the procedures to follow in the event of a child protection concern or an allegation against a member of staff. As a result, children's safety and well-being are not fully assured.
- Children learn about nature and how to care for living things. For example, they learn about the life cycles of caterpillars and sunflowers, which extends their knowledge on how things live and grow.
- Staff show a genuine interest in children's conversations and introduce new words, such as 'reverse' and 'disabled'. They also provide rich narratives to children during their activities. This helps to enhance children's language and communication skills.
- Staff encourage positive behaviour and remind children of the pre-school's expectations. For example, they encourage children to use 'kind words' and to share their toys.
- Children benefit from well-embedded routines, such as selecting their name card before sitting down for snack time. This helps children to develop further their independence skills.
- Staff support children to learn about good hygiene practices, such as using hand

sanitisers before sitting down eat. This promotes children's good health.

- Staff and leaders develop strong partnerships with other professionals, such as external speech and language therapists. As a result, children who have speech delays are supported to reach their full potential.
- Parents are positive about the pre-school and the support they received during the COVID-19 pandemic. For example, children who were unable to attend received regular phone calls and activities were shared with parents. This supported children to continue to make progress in their learning.
- Leaders provide staff with regular supervision to ensure the quality of teaching practice is of a good standard. However, they have failed to identify weaknesses in staff knowledge and understanding of safeguarding procedures.
- Staff have a good understanding of children's starting points. They use this information to build on what they want children to learn next. Therefore, children are prepared for their next stage in learning.
- Leaders and staff plan and deliver a curriculum which positively supports children's development. Planning is shared to ensure that all staff are aware of children's next steps and this is updated regularly. However, the curriculum is always ambitious for older children. These children are not consistently challenged to extend their learning to the highest level. At times, this results in them disengaging from activities after short periods of time.
- Children are able to articulate what they know, understand and can do in an age-appropriate way. They have thoughtful conversations with adults where they recall past events and make wider connections. For example, one child said, 'My daddy parks the car in our drive, like this one'.
- Children enjoy the outdoor area and benefit from opportunities to continue their learning outdoors. For example, they have great fun exploring different textures in the mud kitchen. Other children enjoy singing in a hut using musical instruments.
- Children are able to navigate themselves carefully on the bicycle track, remaining within the tracks and carefully manoeuvring around their peers. These activities help children to develop their coordination and physical skills.

## Safeguarding

The arrangements for safeguarding are not effective.

Although staff complete regular training in safeguarding, this is not effective. Staff knowledge and understanding of the pre-school safeguarding policy and procedure are not consistent across the team. Not all staff are aware of the signs and symptoms which could indicate a child is at risk of harm. Staff do not know who to report concerns to regarding the welfare of children. The pre-school designated safeguarding leads and staff do not have a good understanding of the local safeguarding partnership procedures. Furthermore, staff do not understand the procedure to follow if they have concerns about the behaviour of another member of staff or leaders.

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

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

	<b>Due date</b>
ensure all staff have a clear understanding of the safeguarding policy and procedure	29/07/2022
ensure designated safeguarding leads have a clear knowledge and understanding of how to report concerns about the welfare of children.	29/07/2022

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

- provide ambitious and challenging learning opportunities for older children, to help extend their future learning.

## Setting details

<b>Unique reference number</b>	EY275835
<b>Local authority</b>	Halton
<b>Inspection number</b>	10233306
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	41
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Moore Village Pre-School Committee
<b>Registered person unique reference number</b>	RP907551
<b>Telephone number</b>	01925 740800
<b>Date of previous inspection</b>	14 September 2016

## Information about this early years setting

Moore Village Pre-School registered in 2003. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and above. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Zeb Butt

## 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 provider joined the inspector on a learning walk and talked about their curriculum and what they want children to learn.
- The provider and the inspector carried out a joint observation
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to parents during the inspection and took account of their views
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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