

# Inspection of Mosses Community Preschool

The Mosses Community Centre, Cecil Street, Bury, Lancashire BL9 0SB

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Inspection date: 8 July 2022

<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**

Children are at the heart of this inclusive and welcoming setting. They have many opportunities to learn about different cultures and festivals. For example, children enjoy dressing up in multicultural clothes. They also teach their friends and staff how to use the pray mats as they celebrate the festival of Eid. These meaningful experiences help children to learn about similarities and differences.

Children benefit from lots of opportunities to be active learners in the outdoor area. They explore a range of resources to help them to develop their fine-and gross-motor skills. For example, children work together to mix the mud and water as they create a mud pie. Children also enjoy using spray bottles to make marks on the chalkboard, which supports their early writing skills. Children show a positive attitude towards their learning. For example, in the outdoor area children practise taking turns to use the balancing beams. They do this with skill and develop an understanding of spatial awareness.

The manager has recognised the gap in children's communication and language due to the impact of the COVID-19 pandemic. As a result, staff provide lots of opportunities for children to develop their language and communication skills. For example, they sing songs, read stories and engage in meaningful conversations with the children.

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

- Children who speak English as an additional language are well supported. For example, during group-time staff speak to children in English and in their home language. This helps children to learn English at their own pace.
- Staff identify possible gaps in children's learning at an early stage. The manager liaises well with parents and other professionals to get the children the help they need. This helps to narrow any gaps in children's learning.
- Children with special educational needs and/or disabilities, make good progress from their starting points due to the high quality teaching. This helps children to reach their full potential.
- Staff have a good understanding of what they want children to learn. However, the curriculum for literacy is not as embedded as other areas of learning. For example, children have limited opportunities to develop their early writing skills. This weakness is largely due to the limited resources provided in the literacy area.
- Children are supported to develop an understanding of the world around them by learning about their local community. For example, they recently enjoyed singing to the local veterans. These valuable learning experiences help children to build good relationships with members of their community.

- Children develop positive relationships with their key person. For example, staff take time to get to know each child and their interests. They also work alongside the parents, for example by sharing ideas on how to support their child's learning at home. This provides continuity in children's learning and helps them to feel settled and safe at the setting.
- Partnership with parents is strong. Parents speak highly of the staff and the support they provide to their children. One parent said that staff have helped her child to develop a love of books. All children, regardless of their needs, enjoy listening to stories and books are very much part of the daily routine.
- Children behave well at the setting. They demonstrate high levels of independence as they choose and lead their own play. Children also engage well with their friends and staff. This helps them to develop positive relationships from an early age.
- Staff promote children's good health and well-being. They provide a healthy snack bar, which the children thoroughly enjoy. Children also brush their teeth after lunch, which helps them to understand the importance of good oral hygiene. The manager and staff work closely with families, to encourage children's healthy lifestyles at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff have an effective understanding of how to keep children safe. They understand the signs and symptoms that may indicate a child is at risk of harm. Staff know how to respond and make a referral to the relevant agencies.

Regular safety checks are carried out to ensure that children are kept safe and secure at the setting. The manager completes a robust recruitment process to ensure staff are suitable to work with children. Staff report they enjoy their work and feel supported by the manager. They complete a range of induction procedures, which includes mandatory training.

Children learn to assess risks and keep themselves and others safe. For example, they support their friends using the outdoor equipment safely.

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

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

- enhance the curriculum for literacy, so that children have further opportunities to explore and practise their early writing skills.

## Setting details

<b>Unique reference number</b>	2566451
<b>Local authority</b>	Bury
<b>Inspection number</b>	10233510
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Mosses Community Preschool CIC
<b>Registered person unique reference number</b>	2566450
<b>Telephone number</b>	01614640809
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Mosses Community Preschool registered in 2019. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications to at least level 3, including one member who holds a qualification at level 5. The pre-school opens from Monday to Friday, term time only. Sessions are from 8am until 4pm. The pre-school provides funded early education for two-, three-, and four-year-old children.

## Information about this inspection

### Inspector

Lisa Grundy

## 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.
- Parents, children and staff spoke to the inspector during the inspection, and their views were taken into account.
- The manager completed a joint observation with the inspector to evaluate the quality of teaching.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The inspector observed the quality of education being provided indoors and outdoors and assessed the impact this was having on children's learning.
- The manager and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children spoke to/communicated with the inspector 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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