

Inspection of Moat Street Pre school

WIGSTON MAGNA METHODIST CHURCH, Cross Street, Wigston, Leicester LE18 2HE

Inspection date: 14 September 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are settled and happy. They develop friendships with staff and other children. Staff are exceptionally kind, caring and patient. This helps to promote children's strong sense of belonging in the pre-school. Children thrive on staff's overall high expectations for them. There is a strong ethos of supporting children to become independent, confident, and the best they can be. Children are confident and articulate with visitors. They urge them to come and see the 'robin bird' they have discovered outside.

Children show good imaginative skills as they explore water, plants and herbs to make their own mixtures. They tell staff they have made 'strawberry soup'. Children are mesmerised as they listen to stories read by staff in an animated and engaging way. This helps to promote a love of books and reading. Children learn about the world around them. They use magnifying glasses as they eagerly investigate bugs that live in the garden. Children behave well. They follow daily routines and happily help to tidy away their toys. Children learn to share resources with their friends as staff deal with small disagreements fairly. This results in children saying 'thank you' to their friend when they offer a toy back they have taken.

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

- Staff morale is high and they work seamlessly together as a team. Staff state they are not overburdened by their workload and feel that their well-being is protected by the provider. Staff comment they feel blessed to work in the pre-school.
- Staff promote children's communication and language development very well as they engage and interact with them. They hold meaningful conversations with children and ask them open questions to encourage their thinking.
- Children benefit from a well-considered curriculum. Staff know the children well and plan a particularly inviting and interesting environment that promotes child's interests and learning. For example, children spend a long time using their small-muscle skills to create their own pretend cakes out of play dough.
- Staff instinctively know when to join children in their play, or when to allow them to play with friends or on their own. However, occasionally staff do not always encourage children to solve problems in their play to develop their critical-thinking skills. For example, when children ask how they can get stones into a toy digger bucket, staff instantly give them suggestions rather than encouraging children to think for themselves.
- Staff introduce children to some mathematical concepts, such as helping them understand positional language. However, they do not always further children's mathematical skills routinely throughout the day.

- Staff reward children's milestones and good behaviour with a 'warm fuzzy'. Children receive and collect pom-poms for kindness and good behaviour throughout the session and place these into a jar. When the jar is full the children can choose a reward day. This helps to promote good behaviour and positive attitudes to learning.
- Staff enable children to make choices. As children arrive each day, they choose a stick displaying their name. They take their name stick and decide which story they would like to listen to at story time. They then add their stick to a jar in order to vote for their chosen book. This helps children to learn that their thoughts and opinions are valued and make a difference.
- Staff place a strong emphasis on children being independent when managing their own self-care. For example, children learn to blow their nose and check it is clean in the mirror, they know to then dispose of the tissue in the bin and wash their hands.
- Staff build on children's previous experiences at home. Children explore a wide range of different sensory experiences, such as painting with different materials, exploring water, sand and play dough. Parents comment positively about the care and education their children receive at the pre-school.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff are aware of the signs and symptoms of abuse, which may indicate a child is at risk of harm. They know the correct procedures to follow if they have concerns about a child and are confident to refer these to relevant agencies. Staff are qualified in paediatric first aid and respond quickly to accidents or incidents. There are stringent processes in place to ensure children do not leave the pre-school with anyone not known to the staff. For example, in emergency situations a password and permission to collect is required from parents. This contributes to children's safety and well-being.

What does the setting need to do to improve?

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

- support staff to extend opportunities for children to explore further and develop their skills in thinking critically and solving problems
- support staff to deliver a stimulating curriculum for mathematics, introducing children to different mathematical concepts, such as counting.

Setting details

Unique reference number	EY478311
Local authority	Leicestershire
Inspection number	10076031
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	21
Name of registered person	Bailey, Joanne Elizabeth
Registered person unique reference number	RP516823
Telephone number	07861751879
Date of previous inspection	21 April 2016

Information about this early years setting

Moat Street Pre school registered in 2014 and is located in Wigston, Leicester. The pre-school employs three members of full-time childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 2.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sharon Alleary

Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- The provider and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The provider and the inspector carried out a joint observation together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents and carers and took account of written feedback offered.

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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