

# Inspection of Moorside Pre-School

Moorside County Primary School, Bowerham Road, Lancaster, Lancashire LA1 4HT

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Inspection date: 30 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children and their families receive a warm welcome from staff at this nurturing pre-school. Children quickly become absorbed in their play, demonstrating that they feel safe and secure. Staff model good manners and treat each other with respect. In turn, children are kind and considerate to one another as they play. Children develop a strong sense of self as staff teach them about what makes them unique. They talk to children about their facial features as they look at themselves in mirrors. Children comment that their 'eyes are brown, and their eyelashes are long'. Staff encourage children to look after their own belongings and to manage their own self-care. Children identify their names on pegs and labels, as they hang up their coats and bags. They pour their own milk and spread butter on their crackers during snacktime. This helps children develop their independence and prepares them for the routines of school.

Children are inquisitive about the natural world and enjoy feeding birds in the woodland area, where staff take them. Children talk about the types of birds they might find and eagerly look for the robin they have seen previously. Conkers and pine cones are excitedly explored, and children notice sudden changes in the weather. They are fascinated by the water that cascades down from the outdoor canopy roof when it rains heavily.

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

- The manager has developed a curriculum approach, which is ambitious for all children. Staff know what children can do and what they need to learn next. The learning environment is carefully planned to incite children's curiosity. Additional funding for children is used well to target their specific needs. All children make good progress in relation to their individual starting points.
- Staff skilfully guide and support children during independent learning times. However, they do not fully consider the different levels of children's listening and attention skills during whole group learning sessions. Some children become easily distracted and do not fully engage in group-learning sessions.
- Overall, staff support children's communication and language development well. They utilise a range of strategies to support children's understanding. Staff introduce and model new words in relevant contexts and this helps to expand children's vocabulary. However, they do not consistently allow children enough time to respond to their questions or comments.
- Children curl up on the comfortable sofa to share books with each other and with staff. They choose from a range of fiction and non-fiction texts, which reflect the diversity of the wider world. Staff teach children how to turn the pages and handle books with care. Children develop good literacy skills.
- Opportunities to explore mathematical concepts feature in every area of the

learning environment. For example, children use different sized spoons to weigh and measure porridge oats. They talk about the moon and star shapes they make with play dough, and recognise numerals displayed around the room. This demonstrates their developing understanding of space, shape, and numbers.

- Physical development is supported well. Children develop their gross motor skills as they build and construct with large objects in the outdoor area. They use tweezers to collect and sort pretend bugs, developing the fine muscles in their hands and fingers. As they sing nursery rhymes, children watch staff and join in with the actions. This helps to develop their hand-to-eye coordination.
- Children with special educational needs and/or disabilities (SEND) are supported well. Effective assessment processes ensure that staff swiftly identify children who need additional support. Staff work closely with parents and other professionals to support the progress of children with SEND.
- Parents are very complimentary about the pre-school. They say their children settle quickly, as staff visit them at home before they start to attend the pre-school. Parents are happy with the progress their children make. They appreciate the information staff share with them to help them to support learning at home.
- Staff say they are happy in their roles and cherish the time they spend working with the children. The manager supports staff to access a range of training opportunities, and this helps to further improve the quality of teaching and learning.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are deployed effectively to ensure that children are safe at all times. They demonstrate good knowledge of the signs and symptoms which could indicate a child is at risk of harm. Staff have a secure understanding of all safeguarding issues, including radicalisation. They confidently know the procedures to follow if they have concerns about a child. The manager and committee implement robust recruitment and vetting procedures, to ensure the suitability of all staff who work with children. Staff talk to children about how to recognise trusted adults, who are visiting the pre-school by the distinctive visitor lanyards that they wear. This helps children to learn about keeping themselves and others safe.

## 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 consider the learning needs of all children during group activities, so that all children develop good listening and attention skills
- extend the time given to children to respond to questions, to support the development of communication and language skills.

## Setting details

<b>Unique reference number</b>	EY290423
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10233316
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	3 to 7
<b>Total number of places</b>	24
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Moorside Pre-School Committee
<b>Registered person unique reference number</b>	RP518542
<b>Telephone number</b>	07572399254
<b>Date of previous inspection</b>	11 November 2016

## Information about this early years setting

Moorside Pre-School was registered in 2004. It operates within Moorside Primary School in Lancaster. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, and one at level 2. The manager holds qualified teacher status and early years teacher status. The pre-school opens from 8am until 5.30pm, Monday to Friday, term time only. The pre-school provides after school care for children up to the age of seven and funded early education for three- and four-year-old children. The pre-school support children with SEND and those who speak English as an additional language.

## Information about this inspection

### Inspector

Donna Thorpe

## 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children spoke with the inspector during the inspection.
- Parents shared their views of the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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