

# Inspection of Moordown Pre-School

Scout Hall, Victoria Park Road, Moordown, Bournemouth BH9 2RB

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Inspection date: 28 February 2023

<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**

Staff are approachable and friendly as they warmly welcome children and families into the pre-school. They prioritise this time to talk to parents about children's interests and their development at home. Children explain what they have enjoyed doing with parents and grandparents. They beam with pride as they share cakes they have been baking, for example. Children have a strong sense of belonging and feel secure in their daily routines. For instance, they independently find their name cards and know where to put their coats and lunch boxes. Children become independent and confident in their own abilities.

Children behave well. Staff are kind, considerate and consistently model good manners. Children follow their example and quickly learn to take turns and cooperate with others. They gladly help each other to get water for the seeds they are planting, for instance. Staff gently guide and regularly praise children, which supports their self-esteem well.

Children benefit from a broad curriculum that is based on what interests them. This includes daily fresh air and exercise to support their good health. Children develop good physical skills as they balance, climb and skilfully steer bicycles around outdoors. They visit parks and go on walks to find out about the natural world.

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

- Parents appreciate the good communication with staff and value the regular updates about children's progress. They speak highly of the caring staff team and report that children really enjoy attending. Parents feel that the manager and staff provide effective support when children need additional help and funding.
- The manager and staff are ambitious about providing the best service possible for the children and families. They work hard each day to create an exciting environment where children enjoy learning. There is a good mix of adult-guided and child-led play. However, at times, some of the adult-guided groups are too large to engage all children and develop their learning fully.
- The support for children with additional needs is strong. The manager and staff seek advice from other professionals when necessary and implement plans for support. This helps all children to make the progress of which they are capable.
- Staff are enthusiastic, motivate children to learn and inspire children's curiosity. Children are fascinated when they look closely at daffodils and notice the buds and stems, for example. Staff encourage them to fill pots and develop their good manipulative skills. They eagerly explore soil, noticing the texture as staff allow them time to look at some tiny seeds and understand what they need to grow into plants. Younger children learn new words as staff talk about the 'roots' and

extend their language skills by asking them about their favourite flowers.

- Staff support children who speak English as an additional language well. They enable children to use their home language to support their skills in English. In addition, staff use visual aids and signing to ensure all that children become confident communicators.
- Children benefit greatly from opportunities to learn about their local area. For example, they go to local shops and libraries. They get to know people in the community and find out about the jobs they do to help others. Staff skilfully encourage children to learn about other cultures so that they are able to understand the wider world.
- Together with staff, the manager regularly reviews the quality of the pre-school, which promotes children's enjoyment of play and learning. Staff feel valued and enjoy working at the pre-school. They say that there is good support for their well-being. There is a good programme of professional development and staff complete mandatory training, such as paediatric first aid. However, the manager recognises the need for staff to develop their teaching skills further, through mentoring and sharing good practice, for example.
- The manager forms positive partnerships with other settings that children also attend and local schools. For example, staff share children's achievements so that there is consistency and continuity. Children move on to their future education with confidence and self-assurance.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager ensures that there are robust recruitment procedures in place and monitors the ongoing suitability of the team. Staff know the signs and symptoms of abuse and are secure in their understanding of the correct local procedures to follow to ensure that children are safeguarded. The manager ensures that they attend regular training to update their knowledge. Children are well supervised at all times and learn how to play safely. For example, staff teach them to take care when they are riding bicycles so that no one is injured.

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

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

- review adult-led group activities to support all children to become engaged and develop their learning fully
- extend opportunities for staff to share good practice and develop their skills further to raise the standard of teaching to a higher level.

## Setting details

<b>Unique reference number</b>	EY444776
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10264449
<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>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Moordown Pre School Limited
<b>Registered person unique reference number</b>	RP905844
<b>Telephone number</b>	07729773846
<b>Date of previous inspection</b>	15 June 2017

## Information about this early years setting

Moordown Pre-School registered in 2012. It is privately owned. The pre-school opens Monday to Friday, from 8.30am to 3.15pm, during term time. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There is a team of seven staff working with the children. Of these, five members of staff hold qualifications at level 3 and two are unqualified.

## Information about this inspection

### Inspector

Margaret Baird

## 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 their children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

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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