

# Inspection of Mossley Hill Pre-School

St Matthews and St James Church Rooms, Rose Lane, Mossley Hill, Liverpool,  
Merseyside L18 8DB

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Inspection date: 31 March 2023

**Overall effectiveness** **Good**

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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 flourish in this warm and nurturing pre-school. They arrive happy and are eager to play with their friends. Staff follow children's interests to provide a broad range of exciting experiences that build on what children know and enjoy. For example, to expand on children's love of stories, such as the 'The Gingerbread Man', staff create a 'rescue mission' for them to take part in. Children then keenly search for the missing gingerbread man and squeal with delight when he is found.

Staff are excellent role models. They support children's personal, social and emotional development extremely well. For example, while they play, children are reminded that when they are kind they make their friends happy. Children are praised for their efforts and are encouraged to keep trying when at first they do not succeed. This helps to build self confidence and helps children to become resilient learners.

Leaders have noted that, as a result of the COVID-19 pandemic, they have seen more children who need support with their language and communication development. Consequently, they have introduced new assessment methods to identify gaps in learning quickly and put in place effective strategies to close these gaps. As a result, children make good progress from their starting points.

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

- Overall, the curriculum is considered and implemented well. Staff understand children's needs and differentiate activities to suit the different ages and stages of children. However, at times, staff do not always support the needs of all children. For example, as children line up, staff talk with older children about their position in the line, but they do not engage with younger children. This means that younger children do not receive the same learning opportunities as older children during daily routines.
- Staff provide many opportunities for children to develop their early literacy skills. For example, children practise making marks and moulding play dough. This helps them to develop the muscles needed to hold a pencil and eventually write their name. Children are able to skilfully retell their favourite stories using puppets and props. They are developing their imaginations and are able to explain what they think could happen next when making up their own stories.
- Staff know their children extremely well and skilfully scaffold learning. For example, when playing with the children, they ask questions such as 'I wonder what would happen?' This encourages children's thinking skills and motivates them to persist at testing out ideas. As a result, children become good problem-solvers and are confident to share their ideas.
- Children have many meaningful opportunities to explore different cultural

festivals from around the world. For example, as part of Ramadan celebrations, children, staff and visitors were asked to think of a good deed and put it on a tree. This represents respect and kindness to be shown towards others. For Easter celebrations, children created their own Easter bonnets and had a parade for parents and families. These opportunities help children to develop a knowledge of the wider world.

- Children who speak English as an additional language are well supported. Staff treat all children as unique individuals. There are plenty of opportunities for children who speak other languages to use their home language and to share their own unique traditions. This helps to show children that everyone is valued.
- Children benefit from trips to their local community and beyond. For example, they take walks in local woodland and purchase fruit and vegetables from local suppliers. This helps children participate in community life and prepares them for the world around them.
- Children are gaining valuable independence skills and are learning to make healthy choices. For example, children know to wash their hands before snack, to remove any germs that may make them sick. They are able to put on their own coats and wellington boots to go outside. Children grow their own vegetables and confidently talk about how milk makes their bones and teeth strong. Children are beginning to understand the benefits of leading a healthy lifestyle.
- Parents' comments are extremely complimentary. They value the information shared with them, both verbally and electronically. They comment that they feel part of pre-school life and fully involved in their child's learning. They praise the kindness of staff and professionalism of leaders. These partnerships help to provide a consistency of care for children.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are confident in recognising the signs and symptoms of abuse and neglect. They know how to follow procedures for reporting and recording their concerns. Staff are supported by the designated safeguarding lead and complete mandatory training, including safeguarding and first aid. Staff attend regular meetings that help to refresh their knowledge. The manager completes rigorous checks to ensure the suitability of all staff who work with the children. Staff complete risk assessments to minimise hazards and create an environment that is safe and secure.

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

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

- review routines and opportunities for learning so that all children make the best

possible progress.

## Setting details

<b>Unique reference number</b>	322456
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10279961
<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>	20
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Mossley Hill Pre-School Committee
<b>Registered person unique reference number</b>	RP909059
<b>Telephone number</b>	01517244215
<b>Date of previous inspection</b>	29 September 2017

## Information about this early years setting

Mossley Hill Pre-School registered in 1991. It is committee run and operates from St Matthews and St James Church in Mossley Hill, Liverpool. The pre-school is open Monday and Thursday, from 9.30am to 2pm, and Tuesday, Wednesday and Friday, from 9.30am to 12.30pm, during term time. The setting receives early education funding for three- and four-year olds. The setting employs three staff, all of whom have appropriate early years qualifications at level 3.

## Information about this inspection

### Inspector

Kerry Maddock

## 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 manager and has taken that into account in their evaluation of the pre-school.
- The manager carried out a learning walk with the inspector and explained the intent for their early years curriculum.
- 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 manager and the inspector conducted a joint observation of a group activity.
- Parents spoke to the inspector and shared their views. The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector reviewed a range of documentation. This included staff qualifications and evidence of suitability of staff and regular visitors who have contact with the children.

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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