

# Inspection of Moore Hall Playschool Ltd

Harris Hall, Church Close, Andover, Hampshire SP10 1DP

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Inspection date: 21 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
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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

Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

The nurturing staff team recognises and values children's uniqueness as a priority. Staff support children to feel safe and develop their confidence so they are emotionally ready to learn. They model respectful ways to share toys and promote kindness through their interactions. Children play well together and resolve minor conflicts successfully for themselves.

Staff promote a curriculum that is reflective of children's interests and supports their ongoing engagement. There is a strong focus on supporting children's communication skills. Staff introduce new and exciting vocabulary into children's play and model language well. Outside, in the garden, children watch with excitement as they release butterflies. They show their good knowledge of life cycles, recalling how the caterpillars 'ate lots of food' and how they emerged from a chrysalis. Children learn to count and compare sizes as they wash ducklings in water play. They show good physical control as they expertly negotiate an obstacle course made from colourful balancing tiles.

Children with special educational needs and/or disabilities (SEND) benefit from individual support that meets their needs well. Staff offer an inclusive environment and work closely with professionals to help children make the progress they are capable of. Additional funding is used to good effect. For example, staff have created a lending library of popular story books to extend children's love of reading at home.

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

- The directors have effective oversight of the quality of the provision. Monitoring successfully identifies areas for improvement, which are well informed through ongoing engagement with the local authority, local schools and access to regular training. Families play an active role in contributing their views. They report positively about the service provided and commend staff for the individual attention given to their children and the good progress they make.
- The dedicated and experienced manager has high expectations for the staff. She provides good guidance to the team of committed staff, who successfully work together to promote the best outcomes for the children. Staff report favourably on workload and the ongoing support they receive to fulfil their roles. They benefit from professional development opportunities, such as working towards recognised qualifications and taking on specialist lead roles. However, staff supervisions are not sufficiently focused on assessing the most important areas of children's learning so that staff can focus their plans on helping children make consistently good progress.
- Children's learning is suitably supported. They make good progress in their

physical and social development and develop a range of skills for the next stage in their education. However, staff are less confident in identifying and planning for children's individual next steps. At times, their interactions and the ideas they have for activities are too broad and do not meet children's individual needs precisely enough. Despite this, children take part in a range of activities that generally capture their attention and add value to their learning.

- Staff support children's communication and language well. Children eagerly participate in animated storytelling activities and action rhymes. Staff support children with SEND to develop their communication well, through the use of Makaton signs and picture cards.
- Children benefit from exciting activities outdoors and healthy snacks that support their good health effectively. The manager and staff place high priority on helping children gain the essential skills they need for school, such as taking responsibility for self-care tasks, including handwashing and toileting. Children develop high levels of resilience and confidence. They persevere with tasks they find difficult.
- Effective partnerships with families and community groups ensure strong working relationships that benefit the children. For example, staff provide a clothing exchange and signpost families to local support services for advice, as required. Staff exchange information with families daily through drop-off and pick-up discussions. Families are kept up to date with information on children's learning and are successfully guided on how to support this further at home.

## Safeguarding

The arrangements for safeguarding are effective.

Staff promote a strong culture of safeguarding that effectively supports children's safety and well-being. They remain professionally curious to signs that may indicate a concern and act on information without delay. The designated safeguarding lead maintains robust records and shares information swiftly with safeguarding partners when required. Staff ensure a safe premises for children to play and successfully teach children how to keep themselves safe. Staff monitor trends in children's absence and ensure that children benefit from regular attendance so they access their full funding entitlement. The directors oversee the robust recruitment of new staff and assure the ongoing suitability of all staff.

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

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

- make sure that learning intentions are focused more precisely on what children need to learn so that learning is well sequenced
- monitor the effectiveness of staff's professional development to raise the quality of teaching and practice to the highest level.

## Setting details

<b>Unique reference number</b>	110100
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10279675
<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>	36
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	The Moore Hall Playschool Ltd
<b>Registered person unique reference number</b>	RP904914
<b>Telephone number</b>	07876081026
<b>Date of previous inspection</b>	8 February 2023

## Information about this early years setting

Moore Hall Playschool Ltd registered in 2001 and is located in Andover, Hampshire. The setting opens five days a week, during school term times. Sessions are from 9.15am to 12.15pm and from 12.15pm to 2.45pm. The playschool receives funding for the provision of free early education for children aged two, three and four years. Seven members of staff work with the children. Of these, six staff hold relevant qualifications at level 3.

## Information about this inspection

### Inspector

Melissa Cox

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the playschool and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- Parents and carers shared their views of the playschool with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the playschool.
- The inspector held a discussion with a representative of the company who manages the playschool and spoke with children to gather 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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