

Moor Lane Church Pre-School

Inspection report for early years provision

Unique Reference Number	118551
Inspection date	26 March 2008
Inspector	Susan Rogers
Setting Address	Moor Lane Church, Moor Lane, Cranham, Essex, RM14 1HN
Telephone number	01708 227 270
E-mail	mlcpreschool@ntlworld.com
Registered person	The Chelmsford Diocesan Board of Finance
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Moor Lane Church Pre-School opened in 1985. It operates from the main hall and two side rooms at Moor Lane Church in Cranham, Upminster. There is also a fully enclosed outdoor play area. The pre-school mainly provides a service to children and families from the local area.

There are currently 34 children from two to four years on roll. This includes 22 children who receive funding for nursery education. The setting also supports children with learning difficulties and/or disabilities.

A maximum of 24 children may attend the setting at any one time. The group opens Monday, Tuesday, Wednesday and Friday during school term only. Sessions are from 09:15 to 12:00 with an afternoon session from 13:15 to 15:45 on Wednesday.

The setting employs eight staff members who work directly with the children six of whom have an appropriate qualification. The setting receive support from local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's independence is promoted as they learn how to protect themselves against illness and infection. For example, older children independently access the toilet and wash their hands after messy activities and there is ready access to liquid soap and paper towels. Nappy changing facilities are appropriate and readily accessible protecting children's well-being.

The well presented documentation protects children's welfare. For example, parents give their permission prior to any medication being administered, the sick child policy encourages parents to care for their child at home if they are ill and all accidents are recorded. Through training the staff have good understanding of how to protect children from illness and infection. For example, most of the staff have a first aid certificate and effectively protect children's well-being as they know how to respond if there is an emergency. Through planned activities, staffs' extensive knowledge and interesting activities children learn about healthy eating. Children's understanding is further promoted as they bring in a piece of fruit each day which they help to prepare and share with others.

Children always have sufficient to drink. They bring in their clearly labelled bottle of water each day to which they have easy access and snack time always includes either a drink of water or milk. Effective ventilation is provided in each of the rooms which promotes children's well-being. They are well protected as they play outdoors. For example, they have limited time playing outdoors during the hot weather which protects them against the sun and always wear warm coats and suitable footwear during the winter months.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Most of the risk assessments are effective in protecting children from accidents. For example, careful organisation of the room excludes children from the community areas, the kitchen is inaccessible to children and there is excellent security provision on the entrance and exit doors. However, some of the storage radiators reach a very high temperature which has the potential to compromise children's safety. The generous staff ratio ensures that children have close supervision and are well supported in their play activities promoting their learning opportunities. Staff have good knowledge of children's individual abilities and, therefore, adapt their levels of supervision to accommodate children's different needs which gives children scope to explore and develop their independence.

The premises are extremely welcoming with a variety of children's work and posters displayed. Excellent organisation in all of the play areas give immense scope for children's play activities. For example, there are smaller quiet rooms which are utilised for group work and provide children with opportunities for more effective discussion. The toilets are easily accessed from the main playroom which promotes children's independence. A wide variety of play equipment that includes magnetic construction and large soft play equipment, sand play, and musical instruments all promote children's learning. Activities and resources that are tailored to children's specific needs provide interesting discussion points and wider learning opportunities. The furniture and equipment are well chosen and enable children to eat their snacks within a positive social setting by sitting at a table with staff.

Children are very well protected if there are concerns regarding their care as all staff have attended child protection training, have good awareness of any concerns and parents are informed of their legal obligations of the staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children's self-esteem is well promoted as staff encourage the child's personal choice during all activities. Therefore, they are confident and readily participate in self-selected activities. Their individual needs are consistently recognised, for example, children's individual birthdays are discussed and careful assessments ensure children's needs are always monitored. They are comforted if they are distressed and readily go to staff for reassurance and hugs.

Children's language development is extensively promoted as staff skilfully introduce new words and phrases discuss their meaning and draw on children's existing knowledge and previous experiences. Frequent opportunities for discussion about everyday objects promote children's comprehension and language skills. For example, children discuss the contents of a discovery box delighting in what they find and eagerly offering suggestions and explanations. Consequently, children communicate confidently and regularly involving each other in conversation, asking questions and talking to staff.

Well supported play opportunities promote children's development. For example, staff regularly work at children's level either sitting in chairs with the children or kneeling on the floor. Planned activities provide children with wide-ranging challenges which are appropriate to their age and stages of development.

Nursery education.

The quality of teaching and learning is good. Through skilful questioning children are encouraged to make decisions and take responsibility for discovery and exploration. Staff carefully present children with questions that encourage their curiosity and problem-solving skills. For example, during a discovery box discussion session children choose and discuss how we use certain items which promotes their communication skills. Effective links with the local primary school provide a smooth transition from pre-school. For example, there are organised visits to the local primary school and teachers regularly visit the setting bringing with them equipment that children will use. The local school is provided with children's individual assessments so that their stages of development are known by teaching staff.

Children's different stages of development are carefully considered when they enter the setting as staff work closely with parents and ensure that they are aware of their child's different abilities. Staff demonstrate immense skill when evaluating children's needs and abilities through the organisation of key groups, observations and assessments. Children's existing knowledge is well utilised in adult led activities. For example, during the discovery box sessions children are encouraged to discuss what they know and share this with others. Thorough preparation of all sessions ensures that optimum learning opportunities are provided.

Staff have an excellent knowledge of the Foundation Stage through wide-ranging training opportunities. Consequently, they skilfully provide children with interesting challenges by introducing several areas of learning into each teaching session. Children's learning is consistently challenged and activities are adapted to meet their stages of development and levels of understanding. Excellent organisation during story time meet children's levels of understanding

and ability as the group is divided into three providing different levels of challenge. The assessments evaluate children's progress, follow the different areas of learning and accurately record children's different stages of development and their preferred means of learning. The assessments always inform planned activities so that children's individual needs are carefully met.

Many of the pre-prepared activities encourage coordinated learning opportunities as children move swiftly from one activity to another maintaining their interest. A variety of interesting teaching aids provide richer learning opportunities. All staff are skilled practitioners and ensure that children enjoy their learning by providing variety, challenge and fun.

Children have excellent opportunities to explore and discover through a variety of creative opportunities. They create images of their own choosing using paint, glitter, glue and feathers. They confidently instigate a variety of imagined scenarios by using the creative play area or adapting existing play opportunities. For example, children use construction equipment to create imaginary snakes. They confidently explore different textures that include shaving foam, dough and feathers. They are learning about cause and effect and understand that their combined efforts can propel a parachute by using the appropriate force and appreciating the way the material responds. They understand the features and habitats of various animals. For example, they understand that a dolphin lives underwater and a crocodile has sharp teeth. Their understanding of cause and effect is promoted as they enthusiastically experiment with magnets and understand the practicalities of everyday objects. For example, they discuss how a tape measure is used and how larger objects fit into a box. However, due to lack of outings, planned opportunities and outdoor activities there are insufficient opportunities for them to understand the natural world around them.

Children regularly use mathematical language during their everyday activities to describe what they are doing. They regularly discuss size, capacity and volume and are able to use their knowledge to provide answers to problems. For example, they discuss how a large item can fit into a smaller box. They recognise numerals and appreciate their purpose. Children discuss what each numeral represents and how this relates to their own age. They appreciate that there is a purpose to number and use their number skills during all activities. They are able to recreate a sequence, for example, during a physical activity they are able to replicate a sequence of physical movements. They are learning the concept of addition and subtraction through song and dance routines. They are learning about the purpose of currency having an appreciation of the value of money. They are skilled at matching number groups, for example, children regularly match the correct domino.

Children understand that there is a beginning and an end when using books and that text carries meaning. Many of the more able children can write their names and are able to practise their mark making skills during creative play opportunities. They communicate extremely well, and are eloquent in their descriptions, confidently using their language skills to negotiate play activities with each other. They thoroughly enjoy story time having developed their listening skills so that they contribute with their observations and describe what they see. They remember the content of a story and use this to explain images in books.

Children are encouraged to take responsibility for their actions. Through discussion they discuss various scenarios and decide which is the most considerate outcome. They confidently tidy away toys and equipment and help themselves to drinks, fruit and biscuits at snack time. They contribute towards discussions and wait for others to finish before they participate and offer

their opinions. They put on their own coats before going outdoors confidently managing a variety of fastenings that include buttons and zips.

Children have several opportunities to balance and crawl through tunnels using soft play equipment. They devise interesting structures using their skills and knowledge. They frequently work as a co-operative group. For example, a group of children successfully improvise as they work together to create a seesaw from a piece of soft play equipment. They recognise that they need each other's cooperation to manage a large piece of equipment. They are using a variety of tools and equipment to develop their physical skills. This includes glue spatulas, crayons, tools to scoop sand and equipment that will cut dough. They confidently cut sticky tape and attach this to ribbon and card to create a window hanging. They skilfully work with fragile materials as they carefully tear tissue paper.

Helping children make a positive contribution

The provision is outstanding.

Children's spiritual, moral, social and cultural development is fostered. They behave extremely well as they are consistently engaged in a variety of stimulating and interesting activities. They show great concern for others by asking questions about others. The well practised routines ensures that children clear away activities at the end of each session which promotes their self-esteem. They have a strong sense of responsibility and readily share their toys and activities. They recognise that their play is greatly enhanced when they include others, consequently, children have formed effective friendships with other children. Children's consideration towards others is greatly encouraged through useful discussion opportunities. Exemplary practice demonstrated by staff promotes children's positive behaviour as they are consistent with their praise and are positive role models. Children are immensely proud of their achievements, readily discuss their play activities and what they have completed.

Children with learning difficulties and/or disabilities have excellent provision. Several members of the staff team have attended training that helps them support children's individual needs promoting children's well-being. Consequently, staff have an excellent appreciation of children's individual needs and current legislation and provide extensive support for children who have individual education plans. Staff regularly attend reviews, are confident in working with outside agencies and are skilled at observing and identifying children who may need individual support which promotes children's learning opportunities. Staff confidently care for children with a range of abilities and skilfully adapt learning opportunities which promotes children's welfare.

There are excellent opportunities for children to learn about the wider world. Through using innovative materials children are given excellent awareness of how other cultures celebrate their festivals. For example, children access a variety of exciting images that relate to the Chinese New Year celebration. An excellent variety of equipment helps children understand the needs of others and includes images that give positive representation of disability. Consequently, children regularly discuss the practical implications of using a wheelchair as they play with dolls house which helps them understand the needs of others.

Children's continuity of care is well protected as a sensitive settling in procedure is followed. Parents are always included in this process which promotes children's sense of security. For example, parents are actively encouraged to stay with their child and a gradual introduction to a full-time session promotes children's self-esteem. Active discussions, informative assessments and a sharing of all information with parents when they collect their child ensure that they are very well-informed of their child's progress.

The partnership with parents and carers of funded children is outstanding. Informative displays and a well presented prospectus keep parents well-informed of the Foundation Stage and children's daily activities. Children are regularly encouraged to take work home with them. An informative pre-school website, that can be accessed by parents at any time, provides excellent information about the setting and children's activities. A wide range of photographic evidence provides high-quality information in respect of children's activities.

Regular review opportunities give parents and staff opportunities to discuss their child's individual progress. Detailed assessments provide parents with an accurate profile of their children's achievements and areas of need. Parents are extremely well-informed of their children's daily activities which provides active encouragement for the continuation of their child's education in the home setting. For example, a highly visible information board is placed at the front of the setting so that parents are well-informed of weekly and daily activities. Parents input into their child's education is highly valued. Regular newsletters are highly informative and parents are given extensive support in their role through the provision and sharing of informative articles and publications that advise parents on children's health and education.

Organisation

The organisation is good.

Children are well protected as there is a comprehensive recruitment procedure that includes a full induction where staff are supported in their comprehension and understanding of all policies and procedures. Children's protection is further promoted as all staff and volunteers are thoroughly vetted before they have unsupervised contact with children. Volunteers are well supported which protects children's welfare. Children's learning is promoted as staff are supported in their training and professional development and are encouraged to attend a variety of modular training opportunities.

The documentation is detailed and well presented which, therefore, supports children's well-being. For example, children's contracts and policies are regularly reviewed, all accidents are recorded and the attendance register records children's date of attendance and time of arrival and departure. The effective organisation of time and resources supports children's progress. The organisation of each session comprehensively supports children's learning as careful planning ensures there are a variety of activities available. Parents are made aware of the comprehensive complaints procedure which protects children's welfare.

The leadership and management of children in receipt of funded education is good. A well-established staff team has developed a coordinated approach to children's learning. Well supported training opportunities promote staff skills and confidence. Consequently, they are actively encouraged to participate in both professional and modular training opportunities which ensure that they have the skills, expertise and confidence to promote children's learning. The manager is a skilled hands-on practitioner and skilfully delegates many activities to confident and well-qualified staff. Careful planning ensures that there is an effective organisation of the child's day. This also ensures that a wide variety of challenging learning opportunities are available that help children meet the early learning goals. Regular staff meetings ensure that all staff participate in the planning process. Evaluations of individual sessions inform the planning providing a coordinated approach to children's learning.

The individual skills and expertise of staff are effectively utilised as the manager has good grasp of their preferences and ensure these are effectively deployed. The management team

are committed to improving the service provided through professional development. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was required to provide opportunities for children to develop their mathematical understanding through everyday activities and routines and practical activities: provide opportunities for children to explore and learn about the needs, views, cultures and beliefs of others: provide opportunities for more able children to develop their understanding of letters of the alphabet and the sounds they make: improve teaching methods, to ensure staff consistently question children in a way that helps them think for themselves and learn. Ensure the recruitment of staff is consistent with current equal opportunities legislation: provide a balanced range of activities at every session to keep children's interest and encourage their individual development: ensure children have daily access to an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice and ensure good hygiene practices are in place regarding hand washing and snack time.

Children's learning and welfare is now well protected as the setting has extensively researched and implemented a sound mathematical programme providing challenging opportunities for children to develop their mathematical understanding through everyday activities: there are opportunities for children to explore and learn about the needs and beliefs of others: they are learning about rhyming sounds and are developing an understanding of the sounds that different letters make: a variety of teaching methods are employed which ensure children are encouraged to think for themselves and sufficient challenge is provided for all children. The employment of staff is consistent with current legislation and the comprehensive recruitment procedure includes a full staff induction: a balanced range of activities is provided that maintains children's interest and encourages individual development: effective hygiene practices are used at all times and children have daily access to an appropriate range of activities and resources that promote the wider world.

Complaints since the last inspection

Since last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see a request. The complaints record may contain complaints other than those made to Ofsted

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review the risk assessments to accommodate the heat generated by the storage radiators.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide opportunities for children to discover and explore the natural world.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk