

# Moor Lane Church Pre-School

Inspection report for early years provision

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**Inspector** Caroline Preston

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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## **Description of the setting**

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 a fully enclosed outdoor play area. The pre-school serves the local community and is open each weekday between 9.15am to 12.15pm and Wednesday afternoons from 1.15pm to 3.45pm, term time only. The nursery is registered on the Early Years Register and a maximum of 26 children in the early years age group may attend the nursery at any one time. There are currently 33 children from two to under five years on roll. There are eight members of staff; all hold early years qualifications to at least level 2. The nursery provides funded early years education for three-and four-year-olds.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children make good progress towards the early learning goals of the Early Years Foundation Stage. Planning of play and learning experiences are robust and fun for children and these activities generally support their learning effectively. Children are safeguarded because of there are good quality policies in place that are thoroughly understood by the staff and the environment is safe. Partnerships with parents and outside agencies are consistent and effective, which helps support children's well-being. Self-evaluation is thorough and supports delivering best practice, which benefits the children.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- extend the planning of an environment that is rich in signs, symbols, notices, numbers, words, rhymes, books, pictures, music and songs that take into account children's different interests, understandings, home backgrounds and cultures.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded by the full range of good quality polices and procedures. Staff implement these effectively to maintain children's safety and good health. The pre-school take steps to identify possible dangers and hazards to children by completing daily risk assessments for the premises. This supports children's welfare and safety needs. All required documentation is in place for the safe and efficient management of the early year's provision and to meet all children's needs.

Leaders consistently communicate high expectations of staff, regarding securing improvement and embedding ambition. They support staff in undertaking further training to update their existing knowledge of child development and implement new ideas during team meetings. This staff development helps to provide a stimulating and challenging learning experience for children. Resources are good and help support children to learn and develop. They have easy and safe access to a wide and interesting range of toys, both indoors and outdoors. This helps children to make choices and be motivated to learn. However, the environment generally lacks signs, symbols, notices, numbers, words, rhymes, books, pictures, music and songs that take into account children's different interests, understandings, home backgrounds and cultures.

Children make progress in their learning. Staff have a good understanding of their starting points and backgrounds, so are able to develop plans that meet the needs of the individual child. Children with any additional needs are supported in developing their learning potential. Children learn about others in the community, during many trips in the local area.

Partnerships with outside agencies are well established and make a strong contribution to children's achievement and well-being. Children visit the schools they will attend and the teachers visit the pre-school; this builds strong links between professionals and helps children to feel secure in the up and coming changes in their lives. The pre-school has a highly effective relationship with parents, which helps children feel secure and want to attend the pre-school. It also builds trust and understanding between staff and parents, helping all to contribute to children's care and education.

Self-evaluation is robust and identifies weaknesses and strengths in the pre-school; for example, the pre-school identified that more learning experiences were needed in the garden. This has been addressed and now offers children more stimulating play in the garden.

## **The quality and standards of the early years provision and outcomes for children**

Children make good progress towards the early learning goals. They engage in a range of stimulating activities and play experiences to help them learn. Staff demonstrate a consistent level in understanding of how children learn and develop. They use effective teaching techniques to aid children in their development.

Children enjoy and develop their physical skills. They climb up and use the slide confidently, controlling their speed as they come down. They use coordination when pushing prams around each other during role play. Children enjoy outdoor play and being in the fresh air and sun.

Children speak confidently and use language imaginatively. They engage in role play in the play house, playing in small groups to act out real life situations by filling baskets and going shopping. They develop early skills of reading and writing, using the computer to read words and match sounds to letters. Children show curiosity when visiting places in the area they live, for example, nature trails near the pre-school when they learn about nature and wildlife, looking for things that grow in forests and observing living things.

Children develop creative skills. They plant and grow potatoes, express their own

ideas during role play and enjoy the texture and feel of paint as they create pictures. Children apply number during activities, counting and calculating how many sweets are in the different bowls with staff. This helps them to problem solve and use mathematical language. Children show positive attitudes towards each other while they play.

Children are safe and develop a sense of belonging. They learn about road safety as they venture out into the local community. They discuss and learn about how cars work and how to keep safe in the car park while cars are around. They behave well and take care of play resources. Children enjoy nutritious snacks, learning that fruit is good for you and helps you grow. They learn that exercise is fun as they play in the garden, using challenging equipment and enjoying being out in the fresh air.

Children are happy and settled and enjoy their play and learning. They learn about differences people have through access to play resources that promote diversity, for example, dolls and books. They learn about different festivals people celebrate, for example, Chinese New Year. Children make good progress in their communication, literacy, numeracy and skills relating to information and communication technology. Children use the computer frequently, learning to add numbers and read simple words.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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