

# Mosterton Pre-school

Inspection report for early years provision

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**Unique reference number** 139351  
**Inspection date** 23/10/2008  
**Inspector** Brenda Joan Flewitt

**Setting address** Village Hall, Mosterton, Beaminster, Dorset, DT8 3HG

**Telephone number**

**Email**

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

## 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*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Mosterton Pre-school is a parent committee run group and has been open since 1981. It operates from the village hall in Mosterton, near Beaminster, in rural North West Dorset. The pre-school uses the main hall and an extra room, plus toilet facilities and the kitchen. There is a fully enclosed area at the back of the hall, mainly laid to grass available for outside play. The group is open during term time from 09.15 to 12.00 from Monday to Thursday. On Friday a full day is offered from 09.15 to 15.15, with the morning session dedicated to the children who will be starting school. There is a lunch club offered each day from 12.00 until 13.00. The group serves the local, mainly rural, community of families from a variety of backgrounds.

The pre-school is registered on the Early Years Register and the voluntary part of the Childcare Register. A maximum of 25 children may attend at any one time. There are currently 18 children on roll. Of these, 10 receive funding for early education. The setting supports children with English as an additional language. There are three permanent members of staff who hold, or are working towards, relevant childcare qualifications. The team are supported by three bank staff, who work as and when required.

## Overall effectiveness of the early years provision

Children enjoy their time at the pre-school and are cared for by staff who attend well to their welfare needs, offering a suitable range of activities and support, both inside and out, which overall, help children to make satisfactory progress in their learning. There are some good procedures for sharing information with parents and professionals which helps staff get to know children as individuals and contributes towards supporting children with additional needs. A key worker system has recently been implemented as the staff develop new ideas for recording children's progress. There are no clear systems for self-evaluation and monitoring staff effectiveness, however, the setting receives support from the local authority advisors to help them improve practice and some staff are studying towards a qualification in promoting children's learning and development.

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

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

- develop assessment and planning so that children's interests are considered and used to fully support each child in all areas of learning
- develop a self evaluation system which helps monitor staff effectiveness, so that all children are consistently supported to reach their full potential.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that all records relating to childcare activities are readily accessible and available for inspection at all

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- times (Documentation)
- ensure that the required level 2 staff qualifications are met (Suitable people).

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

There are generally clear policies and procedures in place to safeguard children and promote their ongoing safety and welfare. Most of the required records are completed appropriately, but are not always available for inspection as required. The staff recruitment procedures are rigorous in ensuring that new staff are suitable to work with children, however, the requirement for staff qualifications is not met. Two members of the permanent staff are currently studying towards a relevant qualification. Overall, staff have a sound understanding of recognising signs and symptoms of abuse and the procedures to follow with concerns. Risk assessments are carried out to identify hazards and measures are implemented immediately to ensure that children can move around freely and play in a safe environment. Appropriate staff deployment means that children are supervised well to play safely, but does not consistently enhance their learning.

Staff establish positive relationships with parents and carers. Parents are welcomed to be involved in the running of the group and to help during sessions. There is some informative material recently produced for parents which gives them ideas for supporting their children in their learning at home. Staff make themselves available on a daily basis to share information with parents to help meet children's individual needs. There are positive links with some other carers and the local school that most children go on to attend, which contributes towards meeting the children's needs and their transition to school.

Children's safety has been improved as the pre-school have addressed the recommendations set from the last inspection appropriately. The staff recruitment procedures now include methods to ensure that information is sought from applicants about any health issues, and children are taught about the hazards of stinging nettles in the play area, so that they avoid them as they play. The new 'All About Me' document asks for parents' input to help inform the initial assessment of their children's starting points. The setting have not yet developed a clear self-evaluation or monitoring system to help identify all areas for improvement and to ensure consistency in practice to promote children's learning.

## **The quality and standards of the early years provision**

Children are happy and settled. They enjoy coming into pre-school and make good relationships with staff and each other. Staff are developing their knowledge in promoting the Early Years Foundation Stage and how to plan to encourage children's learning through their own interests. They are in the process of making observations to inform the new system of recording children's progress. Children are provided with a balance of adult-led and self-chosen activities, the space available is arranged into various areas of play, but some of these, such as the book area, are

not often used by the children independently. Group sessions offer opportunities for discussion about a variety of subjects and concepts and often include fun ways of learning through games. For example, most children enjoy playing 'noisy neighbour', they pretend to sleep, listening well and identifying noises such as a 'sneeze', a 'knock on the door', and 'rattling keys'. Some children flourish at these times, confidently answering questions and suggesting ideas, however, some of the less confident or younger children, do not always participate fully. During the free play sessions some children are supported well by some staff who interact with them to stimulate their ideas, however, this is not consistent to ensure that all children's interests are fully considered and activities planned to encourage their development in all areas of learning.

Children's healthy lifestyle is promoted well. They have daily access to outdoor activities which means they have regular fresh air and exercise in all weathers, gaining independence in managing outdoor clothing as they select their coats from individual, labelled pegs. They use a good range of equipment to develop large muscle skills. Children learn to make healthy choices in what they eat through the good example set as they choose from a selection of fresh fruit at the 'café style' snack time, and through planned activities such as making vegetable soup. Visitors into the group, including a dentist and health visitor, provide sessions where children are encouraged to discuss various aspects of keeping their bodies healthy.

Many children use language well to communicate and are confident in initiating conversations and making their needs known. They start to recognise their written name as they match their photo to the label on arrival, and some children are becoming competent in matching letters to sounds through circle-time activities and role play. Some children enjoy joining in games which help them develop their skills in number recognition and matching, however, these sort of activities are not tailored to suit all children's interests or ways of learning. For example, some boys within the group enjoy physical play, particularly outside, this area is not fully utilised to challenge their thinking and skills further. Children behave well. They get to know what is expected through familiar routines and discussion. They are encouraged to help pack away equipment and receive praise and encouragement for their effort and achievements, which helps boost their self-esteem. Children take turns to be the 'helper' at register time, where they respond well to the responsibility of tasks such as 'writing' the children's names as they are called.

Staff organise one session per week for children who are starting school where they participate in more structured and challenging activities to prepare them for their transition. These children take part in walks around the village where they learn about features of their local environment, changes in nature and elements of keeping safe on the roads. All children take part in practising the emergency evacuation plan to ensure they know what is expected in a real situation, and their understanding is enhanced by visits from the local fire officer.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Satisfactory
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.