



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 251574

DfES Number: 548052

### INSPECTION DETAILS

Inspection Date 12/07/2004  
Inspector Name Nicola Mary Eileen Matthews

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Moulton Pre-school  
Setting Address Moulton Village Hall  
Bridge Street, Moulton  
Newmarket  
Suffolk  
CB8 8SP

### REGISTERED PROVIDER DETAILS

Name The Committee of Moulton Pre-School 1032436

### ORGANISATION DETAILS

Name Moulton Pre-School  
Address Moulton Village Hall  
Bridge Street, Moulton  
Newmarket  
Suffolk  
CB8 8SP

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Moulton Pre-school has been open for over 20 years. It operates from one main play room in the village hall, in Moulton. The pre-school serves the local area and surrounding villages.

There are currently 18 children from two to five years on roll. This includes 10 funded three-year-olds and 2 funded four-year-olds. Children attend for a variety of sessions. The setting does not currently support any children with special educational needs but they do support some children with English as an additional language.

The group opens three days a week during school term times. Sessions are from 09:30 until 12:00 on Mondays, Wednesdays and Fridays.

There are three full-time staff working with the children. One member of staff has a recognised early years qualifications to NVQ level 3. There is one member of staff currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Moulton Preschool are providing good care for children. There are clear policies and procedures to ensure the smooth running of the group. The manager periodically completes a self-evaluation to assess the effectiveness of the overall provision for the children. The session is well organised and the staff make good use of their time working directly with the children. The space and equipment is creatively used providing specific areas for development. The high adult ratio ensures children have good individual support.

The safety of the children is given high priority. The building and outdoor play area is secure and all visitors have to produce a valid identification document. Good hygiene practices are in place and a nutritious snack is given each session, which

ensures the children are learning to keep themselves healthy. Children are treated with equal concern and the staff know the individual children well and adjust the activities so all can participate. Child protection training has been completed and the policy outlines clear procedures to follow in the event of an issue arising.

Children have a wide range of well resourced activities presented to them each session which support their overall development. The indoors and outdoors, weather permitting, are used creatively to provide a stimulating environment. Staff encourage children to be independent and self-sufficient. The expectations of the children's behaviour are explained at registration time, which results in all children knowing the agreed codes. Children's behaviour is very good.

The partnership with parents is good. The active parent committee raise funds and apply for grants that are spent wisely to enhance the play environment to support children's development. The parents speak highly of the pre-school and they are encouraged to take an active role in helping during the sessions.

#### **What has improved since the last inspection?**

At the last inspection the provider agreed to several actions. These have been completed satisfactorily. All the documentation has been updated ensuring everybody is aware of all policies and procedures in place to keep children safe and parents well informed.

Children are given independent choice for long periods of time throughout the session ensuring they develop their independence.

The staff files include all records of training attended and clearance checks. The nominated deputy is working towards a recognised qualification to enable her to deputise in the future.

#### **What is being done well?**

- The evaluation schedule ensures staff are reflective in their work and identifies areas of good practice and where improvements can be made. This helps to ensure children are always cared for in a safe, secure and stimulating environment where their individual needs are well met.
- The operational plan sets out clearly how the 14 National Standards will be met. This provides everybody with an understanding of the policies and procedures and ensures consistency for the children with their welfare being well maintained.
- The good partnership with parents provides them with a clear information about what their child is doing whilst at the preschool and how they are developing.
- The creative use of space provides children with a stimulating environment where they can choose from a wide range of well resourced, interesting activities to support their overall development. The areas allow for children to play quietly and undisturbed by more energetic activities.

**What needs to be improved?**

- the child protection policy.

**Outcome of the inspection**

Good

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?****The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
13	Ensure the child protection policy includes procedures to contact Ofsted in the event of an allegation being made against a member of staff or volunteer.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision for nursery education at Moulton Pre-school is good. It enables children to make very good progress towards the early learning goals in personal, social and emotional development and physical development, and generally good progress in all other areas of learning.

The quality of teaching is generally good. The staff plan interesting and well resourced activities for the children to support their learning whilst playing. However, the more able child is not sufficiently challenged to enable them to progress in some aspects of the curriculum. Staff use very effective questioning to enable children to demonstrate what they know and to problem solve. High priority is given to encouraging children to be polite and behave in an acceptable manner, which results in the children understanding the agreed codes of behaviour for the setting.

The short term planning is clear and ensures staff know what they should be doing, but few learning intentions are identified. The assessments are linked to the stepping stones, and are systematically maintained. However, these are not used to inform the short term planning.

The leadership and management is generally good. The commitment of the staff in wanting to provide good quality education for children is reflected in their practice. They implement new learning from training attended and the manager follows a reflective practice model when evaluating the education programme. However, this is not monitored effectively to ensure all aspects of learning are covered over a period of time.

The partnership with parents is very good. The very active parent-management committee work closely with the staff to provide a good range of resources and equipment for the children. Parents are involved in their child's early education by helping on a rota basis each session, borrowing books to take home and they are starting to contribute to their child's assessment records.

### What is being done well?

- Children's independence, curiosity and enjoyment in their play is being fostered very well. They seek out a preferred playmate and approach experiences with enthusiasm. For example, rowing imaginary boats using cardboard boxes and playing collaboratively with the parachute in the field.
- The wide range of resources and equipment is used effectively to provide an attractive learning environment. The resources, presented in areas of learning, are set out within easy reach of the children to promote their independence in being able to self-select activities.
- Children are developing very good large muscle control and co-ordination

skills. They confidently run and stop when out on the playing field and manourver around each other when exchanging places under the parachute. Children accurately sew, using large needles, around shapes and manipulate small objects with very good control.

- Children use their senses to explore a wide range of natural and man-made materials in variety of ways

#### **What needs to be improved?**

- the challenge for the more able child in recording observations and investigations using simple mathematical solutions and using dance to represent their ideas and experiences
- the short term planning to be informed by the assessment records and to include a wider variety of learning intentions to show how the basic provision will be used to enable children to progress towards the early learning goals
- monitoring of the educational programme to ensure children receive a broad based curriculum.

#### **What has improved since the last inspection?**

n/a

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident, enthusiastic and eager to play. They are encouraged to be kind, considerate and well mannered especially during snacktime. Children are developing firm friendships with each other. They show enjoyment in co-operating with each other to complete jigsaws and during imaginative play. Children confidently care for their own personal needs. Their behaviour is very good.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children confidently initiate conversations with each other and the adults. They pay very good attention to the listener and maintain the conversation linking in their own experiences. Children use language for an increasing range of purposes, to request support, predict and demonstrate what they know. Many children accurately recognise their name and some can write it forming the letters correctly. Children have few opportunities to use the writing resources available when playing outside.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use number in a variety of practical situations. For example, they count out items in craft activities and children present during the session. They engage in activities to help understand simple calculation skills and use the language accurately in their play. They experience interesting activities to promote their understanding of shape and accurately name several different ones. Children have few opportunities to use simple mathematical solutions to record their observations.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show high levels of enjoyment when exploring and investigating a good range of natural and man-made resources. However, they have few opportunities to record what they have seen. Children observe change, for example when making jelly and watching ice melt. They use a variety of joining techniques using tape, staples and glue to join a range of materials together during their craft activities. Children have a good sense of time and talk freely about what they did do and are going to do.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children experience a good range of large equipment to help develop their large muscle control. They confidently experiment with ways of climbing, coming down the slide and running under the parachute. Children manipulate small objects and pick up little collage pieces with very good co-ordination. They are developing good awareness of healthy issues through interesting activities to demonstrate the effect activity has on the body and healthy eating.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children explore colour using a variety of painting techniques and experiments using blotting paper, ink and water. They accurately name colours. Children explore sound in the garden using a variety of items hung on a line. They tap out simple rhythms and enjoy, with gusto, singing familiar songs, but do not express their ideas using dance. Children use their imagination well when participating in play, however, the more able child has few opportunities to extend this.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- provide opportunities to challenge the more able child in their recording of observations and investigations
- develop the short term planning so that it is informed by the children's ongoing assessment records and includes a wider range of learning intentions to show how the basic provision will be used to enable children to progress towards the early learning goals
- introduce a rigorous system to monitor the educational programme.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*