

# Moorcroft Wood Primary School

## Daycare

Bull Lane, Bilston, West Midlands, WV14 8NE

<b>Inspection date</b>	10/10/2012
Previous inspection date	26/01/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

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

#### This provision is good

- Children's behaviour is exemplary as they demonstrate politeness, consideration and respect for themselves and others. They are motivated and show high levels of independence in engaging in their activities and routines.
- Successful partnerships with practitioners and teaching staff ensures that individual children can be monitored and supported consistently in order to achieve and enjoy their early learning.
- Children enjoy rich and varied activities that help them to acquire skills and knowledge of the world around them.
- Effective systems for monitoring staff practice are followed to drive improvement.

#### It is not yet outstanding because

- There is room to improve the evaluation process so that it fully reflects the views of the committee, children and parents and, therefore, becomes a more effective tool in driving forward improvements.
- Fire drills are not always practised frequently enough to ensure that all children, including those who are new to the setting, are familiar with the emergency procedures.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed a range of activities in the nursery base and the school hall.
- The inspector spoke to staff and children throughout the inspection.
- The inspector held discussions with the headteacher and the deputy headteacher of the Primary School
- The inspector looked at children's records, evidence of staff suitability and a range of other documentation.

## Inspector

Patricia Webb

## Full Report

### Information about the setting

Moorcroft Wood Primary School Day Care operates an after school provision overseen by the board of governors of Moorcroft Wood Primary School. The setting was registered in 2007 and has use of the main hall, nursery classroom and other bases within the school. Children have access to fully enclosed playgrounds for outdoor play. The setting serves the children who attend the school. It is open Monday to Friday during school term.

Sessions are from 3.15pm to 5.45pm. Children are able to attend for a variety of sessions.

The out of school club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 13 children on roll, two of whom are within the early years age range. There are two members of staff employed, both of whom hold relevant play-work qualifications to level 3. The club receives support from the local authority.

### **What the setting needs to do to improve further**

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

- review and extend the self-evaluation process to ensure the quality of the provision continues to improve by, using the views and opinions of children and their parents more effectively and ensuring the registered body more actively sets challenging targets for the future
- improve all children's awareness of their own safety by practising fire drills more frequently.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The needs of all children attending the setting are fully met by the enthusiastic and skilled staff. The adults follow play work principles in the setting, ensuring that the relaxed and flexible delivery of learning and development opportunities complements what children do during the more structured school day. Staff in the setting also work within the school and so know many of the children's innate characters and behaviours very well. Although children attending the setting are already pupils within the school, staff nonetheless assist children in settling in to their new school and classrooms. For example, they liaise with the school's early years teaching staff to monitor and compare how children react and behave both in school and in the more relaxed routine of the out of school club, then discuss how this contributes to a child's overall progress.

Children are encouraged to contribute to the planning of activities; gaining a strong sense of belonging and learning that within the club they can make decisions about how they spend their time. Children access a wealth of resources to extend their play and leisure, and are secure in communicating their needs and preferences to the staff. However, staff do not always use this valuable information to help them evaluate and improve their practice. Staff utilise their school-based skills to promote communication for all children, including development of language skills. Staff employ strategies from their Every Child a

Talker (ECAT) training and offer positive role models for the children in developing listening skills and language acquisition.

Following the previous inspection, the setting has made significant improvement in working in partnership with parents and other agencies. Parents are informed verbally of their child's enjoyment and engagement in the setting and share the simple, but effective, records of their child's achievements. Children show parents the 'events book' and point out themselves and their friends in the photographs.

### **The contribution of the early years provision to the well-being of children**

Staff have implemented the key worker system flexibly within the setting. Children seek out the familiar adults who care for them, confident in the positive response they will receive. This promotes secure attachments and ensures children's well-being is well supported. Children's behaviour is exemplary as they fully understand the expectations of their conduct and show great care and consideration for adults and their peers. For example, they are polite, chatty and friendly, and older children understand the need to curtail and be less boisterous during some sporting activities so that younger children do not get bumped. The use of policies and procedures that complement the schools' guidance ensures that children know the boundaries and act accordingly.

Children speak animatedly about the various activities they enjoy. A recent visit to a falconry centre sparked detailed conversations about the wing span of the birds of prey, the speed at which they fly and the texture of their plumage. Such discussion extends children's thinking processes and vocabulary. They express their disappointment when the visiting practitioner for a Forest School activity is delayed, and take the time to plan the night time activity they will be doing with the Forest School worker; looking forward to using torches to find their way and exploring the shadows created.

Younger children develop their imagination as they engage in role play. Much laughter ensues when they observe some of the older children attempting to dress up in some articles that appear a little tight. Children take great pride in their play, wanting to share their efforts with others. For example, children build a complicated vehicle using plastic construction bricks and are eager to show this to their teacher the next day. They take photographs of their creation and staff also help them to find a safe storage place so that they can indeed share their work the next day. This demonstrates how each child is valued and respected in the setting.

Children enjoy a wealth of active play to promote their health and well-being. They know the expected routines for keeping healthy and discuss the healthy options in their snack boxes from home. They act in a manner that ensures their safety and the safety of others. They practise fire drills in line with the school routine, although, sometimes these are not regular enough to ensure that younger children or children new to the setting are fully aware of evacuation procedures when in the different areas of the school.

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

Arrangements for safeguarding children in the setting are very clear and in line with school and local authority procedures. Parents are informed of the setting's duty of care and staff undertake regular child protection training in order to identify and monitor any concerns, should they arise.

There have been some recent changes to the governing body and Ofsted is being informed in order for the appropriate checks to be conducted to assess adult suitability. Staff hold relevant qualifications for this setting, blending their play work and school skills effectively, and creating a stimulating and welcoming environment. Staff practice is monitored carefully by the senior management to ensure that children receive a high level of targeted support where needed. New arrangements for sharing children's achievements in the setting with the school staff are being developed; providing increased consistency and clarity about the overall progress children are making. This demonstrates the setting's commitment to improving the quality of the provision.

Significant improvements have been made since the last inspection. Staff and the headteacher are involved in the self-evaluation process and this is clearly effective in bring about further improvement. However, the setting does not always fully engage with members of the management committee to ensure that the registered body is fully involved in the evaluation process and can offer the kind of challenge that will continually drive forward improvements. There is also scope to review how the views of parents and children are used to further enhance the evaluation system. The staff work very closely with early years teaching staff to monitor and plan for children in this age range. This contributes to children being happy and enjoying experiences that secure and complement their future learning.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready

		for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY345706
<b>Local authority</b>	Walsall
<b>Inspection number</b>	778900
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	16
<b>Number of children on roll</b>	13
<b>Name of provider</b>	Moorcroft Wood Primary School Day Care
<b>Date of previous inspection</b>	26/01/2012
<b>Telephone number</b>	01902 495 943

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## **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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