

Mosterton Pre-school

Village Hall, Mosterton, Beaminster, Dorset, DT8 3HG

Inspection date	30/04/2013
Previous inspection date	23/10/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 benefit from the exciting and well planned indoor and outdoor environments. There they explore with interest and remain engaged in their play.
- Children are interested and motivated learners who are developing good independence, self-confidence and a pride in their own achievements.
- Children are developing very positive attitudes, and explore the lives and beliefs of one another as well as from around the world.
- Children express their creativity and imagination well in story making, and exploring many different media and materials.

It is not yet outstanding because

- On occasions, not all children have sufficient resources to support their exploration of combining materials.
- Not all parents contribute information about what their child does at home to help staff to support their child's learning and development further.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities and the quality of teaching in the hall and outdoor play area.
- The inspector sampled children's assessment records and planning documentation.
- The inspector held a meeting with the manager to assess suitability and qualifications of staff and management's knowledge and understanding of the Early Years Foundation Stage requirements.
- The inspector took account of the views of parents.
- The inspector conducted a joint observation with the manager.

Inspector

Bridget Copson

Full Report

Information about the setting

Mosterton Pre-school registered in 1981 and is run by a parent committee. It operates from the village hall in Mosterton, near Beaminster, 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 for outdoor play. Children attend from the local rural community and surrounding areas.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 23 children on roll in the early years age group. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years. The pre-school supports children who learn English as an additional language. The pre-school is open weekdays during term time from 9.00am to 12noon. There is a lunch club offered each day from 12noon until 12.45pm.

There are two full time members of staff who hold relevant childcare qualifications, as well as three additional part time staff, all of whom hold appropriate early years child care qualifications.

What the setting needs to do to improve further

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

- support children's exploration of combining materials further through the provision of more resources

- consider ways to encourage all parents to contribute information about what their child does at home

Inspection judgements

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

Staff monitor and promote children's learning and development successfully. Staff involve parents in their child's development from the start. Parents complete 'all about me' booklets, providing staff with information about the child's background, needs, skills and interests. Staff record observations of children's achievements and progress in each child's Learning Journey. Staff use this information to plan each child's next steps of learning each week according to their interests and developmental stage. As a result, children are

making good progress in all areas of learning in relation to their starting points. Parents are kept involved well. They attend parent interviews to read their child's Learning Journey and agree to the planned next steps of learning for their child. However, some parents do not actively contribute information about what their child does at home to support their child's learning and development further. There is an appropriate system in place to ensure that children's progress is checked at age two, and that relevant information about this is shared with parents.

Children are also involved in celebrating their achievements and progress. For example, children stick work in their 'special work books' and look at previous work and photographs to re-call what they did. Consequently, children are developing good self-esteem and motivation to learn.

Children are developing good independence and self-confidence. They self-register on arrival, put away their own possessions and choose freely for themselves. Children also take on the role of 'Happy Helper' with pride and responsibility; they sit at a designated desk at group time, hand things out and help with tasks. Children's communication and language skills are developing well. They use their 'listening ears' effectively when others are talking, and speak out with confidence. Staff ask children lots of open-ended questions, using clues for children to predict, re-call events and use their language skills. Staff support children who are learning English as an additional language very well, and provide a reflection of the children's home language within the setting. Consequently, these children are making good progress in their communication and language development. All these experiences provide each child with a good range of skills to prepare them for their next stage of learning.

Children benefit from an exciting outdoor play area in which they play with activities to promote all aspects of learning, as well as physical play. Staff interact with skill to provide more active children, who favour physical play, with a broader range of experiences. For example, children count in ball games, make 'smaller' and 'taller' towers with bricks and problem solve when the wind blows the tower over. As a result, children are developing good mathematical skills within their preferred physical play environment. Staff also use the indoor and outside play areas to successfully help children learn about keeping safe and secure. Children are learning about the lives and beliefs of one another as well as diversity within the world they live. They explore food, dress, language and celebrations from one another's cultures. They also explore specific countries, such as Australia day, during which they explore aboriginal painting, make sounds on a didgeridoo and bake Anzac biscuits.

Children use their imaginations well. They explore many different textures, media and materials in sensory and creative play. For example, children paint freely, empty and fill containers and 'fish' in water trays, they model with dough and cook with different ingredients. Children experiment combining media and colour. For example, children mix coloured paints into trays of foam. They 'squish' it through their fingers, talk about the colours, textures and patterns, and continue extending their exploration as they get more ideas. However, staff do not provide more foam when it runs out to extend their creativity further. Children show an enjoyment of books to promote their early reading skills. They read spontaneously in the book corner, and find props to include in the story. Children

also join in regular story making activities with great enthusiasm. They take turns to shake the 'magic ball' and tell the group what they see; they then make up a story using the things children have seen. Staff include lots of rhyming activities to further develop older children's literacy. For example, they ask children whose name rhymes with different words.

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

The successful key person system and partnerships with parents helps ensure children settle in well and feel safe and secure. Parents meet with their child's key person after the first six weeks to discuss their child's well-being and progress. Key persons maintain close links with parents to ensure children's needs are met consistently, such as supporting children's potty training routines. Staff also maintain links between the child's home life and the setting. For example, children take Gerald the Giraffe home and on holiday with them, and share his adventures with the group on return. Staff establish successful working partnerships with other early years settings children attend, and arrange visits to the schools children attend. This all supports children well during the move from their home into the pre-school and that of other settings. As a result, children are happy and developing warm and trusting relationships with the staff.

Children benefit from the welcoming and exciting environment. They move between the indoor and outdoor play areas freely and choose from a good range of toys and resources for themselves. This promotes their independent exploration well. Staff support children well in developing positive attitudes and good self-esteem, using 'I can' expectations. For example, 'I can share', and 'I can be a good friend'. Children are also rewarded with stickers for achievements and positive behaviour. When they have collected 10 they are allowed to take 'share bear' or 'kitty' home for the night. As a result, children behave well and show a good understanding of the needs and feelings of others.

Staff promote children's healthy lifestyles effectively. Children enjoy fresh and dried fruits as well as snacks they have cooked themselves at their caf-style snack time. This helps develop their interest in healthy eating and keeps them well-nourished until lunch time. Children benefit greatly from free-flow to the outdoor play area throughout the sessions. This promotes their physical development well, and allows more active children to play in their preferred play environment. Staff support children effectively in learning about keeping safe. For example, children help complete daily risk assessments, learn to use tools safely when cooking and practise the fire evacuation procedures.

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

Staff have a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage framework. They have a clear knowledge of the correct procedures to follow should they have a concern about the welfare of a child. In addition, policies and procedures, risk assessments and staff vetting

procedures all help to further protect children. The manager successfully implements staff supervision sessions each half term and appraisals every six months. This helps to effectively monitor staff's understanding of the Early Years Foundation Stage framework and the impact of their practice on children's development.

Staff demonstrate a positive attitude and drive to make continuous improvement in the quality of care and learning for children. They evaluate activities throughout the week to respond quickly to children's interests to extend their learning. Staff contribute to the self-evaluation form, which includes the views of parents and children. This identifies realistic areas for improvement which will have a direct impact on children attending. Staff also work in good partnership with the local authority whose recommendations they respond positively to. Staff have successfully made many improvements to the setting since the last inspection. For example, staff have developed the outdoor play area which now includes activities for all areas of learning, and improved links with other settings children attend.

Partnerships with parents are good. Parents are provided with a wealth of information, including how staff implement the Early Years Foundation Stage framework to promote their child's learning. Parents are kept informed well each day through discussion, a display summarising the day's activities and displays throughout the setting. In addition, newsletters and the setting's website keep parents up to date. Parental involvement and views are valued. Parents help actively in sessions on a rota and helping with special activities. They complete questionnaires, and shared their views at the inspection. Parents state 'staff are caring and have prepared (their child) very well for school'. Parents helping in the sessions state they have 'gained a good insight into how they promote (their child's) learning'; as a result, they now do more at home with their children. These successful partnerships, and those with the other early years settings children attend, effectively help to ensure continuity of children's care and education.

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 action. 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

Unique reference number	139351
Local authority	Dorset
Inspection number	813955
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	25
Number of children on roll	23
Name of provider	Mosterton Playgroup Committee
Date of previous inspection	23/10/2008
Telephone number	07932 898358

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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, which are usually the childminder's 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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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