

# Inspection of Moore Village Pre-School

The Milner Church Institute, Runcorn Road, Moore, Warrington WA4 6TZ

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Inspection date: 11 October 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and run excitedly into the pre-school. They are welcomed by warm and welcoming staff. The manager takes careful consideration of the pre-school's staffing arrangements to make sure staff are well deployed. This has developed secure, strong bonds with the children as staff have more time to interact and support them. This makes children feel safe and secure, and they are developing into confident learners. Managers are clear on their intent for what they want children to learn, and staff implement this well. Staff have high expectations for children, particularly around their language development. The pre-school is a highly sociable environment. Staff are continuously engaging in conversations with children, building on their communication skills and critical thinking.

Children demonstrate a positive attitude to learning. They explore the environment with high levels of curiosity to learn about the natural world around them. Rules are well embedded, and this is reflected in the children, who often show care and concern for others. Children thrive in the outdoor area. They explore the world around them through the purpose-built mud kitchen and bug hotel. Children demonstrate an understanding of assessing their own risks while climbing on the wooden climbing frame and in trees, increasing their muscle development and balance.

### **What does the early years setting do well and what does it need to do better?**

- The managers and staff have made significant progress since their last inspection. They have worked extremely hard to make sure they have a good understanding of how to safeguard children and a wide range of child protection issues. This knowledge is now well embedded within the whole team. Managers have improved their understanding of the statutory requirements and are clear on when they need to notify to Ofsted. This knowledge creates a safe and secure environment for children to thrive.
- The manager has set out a clear vision for the pre-school that staff implement well. The manager and staff understand how children learn. They are aware that as children have started a new term, they need to have a strong foundation in their personal, social and emotional development that staff can build their learning on. This supports children to be confident to take a lead in their own learning.
- Staff sequence learning well to build on what children already know and can do. Staff differentiate teaching through language and questions according to the wide age range of children who attend the setting, to develop their understanding. This results in all children being engaged in activities as they are challenged by staff at the appropriate level for their age.
- Overall, the setting works well in partnership with parents. Staff send home

'curiosity bags' and games to develop children's understanding of the world around them. This also promotes children taking turns and further develops relationships with family members. However, the pre-school does not consistently provide parents with an understanding of how children learn and the specific next steps for their child, to support learning at home. This hinders continuity of learning for the children.

- Children are well behaved. Staff set out clear rules and expectations for children. This results in children understanding right from wrong and being able to regulate their own behaviour. Staff work closely with parents to mirror behaviour management techniques at home, providing consistency for children. Children will compliment their peers on using their manners.
- Children have a good understanding of how to keep themselves healthy. They are aware of healthy eating and will discuss with staff about the foods they would like at snack time, such as watermelon. Children are aware of the importance of washing their hands and are developing knowledge of germs. Children are building on their knowledge of healthy lifestyles.
- The key-person system is well implemented. Staff know all the children extremely well. Children have formed strong bonds with adults and have developed their confidence to be independent in their surroundings.
- Children are making good progression from their starting points. For children with special educational needs and/or disabilities, staff are aware of their targets and how to support them. They work closely with external agencies and families to meet the children's needs. The support provided is having a positive impact on closing gaps in the children's development.
- Managers continually reflect on practice and the importance of children learning from their local community. A local florist has visited the pre-school to plant plants with the children to develop their understanding of growth. Managers have also planned other exciting experiences, such as baking cakes for people who attend the local church. This develops children's understanding of how to care for living things and respect for others.

## **Safeguarding**

The arrangements for safeguarding are effective.

The environment is safe and secure for the children. Staff regularly risk assess the environment to make sure it is safe for the children to explore freely. Managers and staff have worked hard and now have a strong knowledge of what to do if they have concerns about a child or member of staff. All staff are now clear on a wide range of child protection issues, such as the radicalisation of children and female genital mutilation. All staff have received safeguarding training and are qualified in paediatric first aid. This means staff are qualified to deal with an accident in an emergency.

## **What does the setting need to do to improve?**

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

- review further how children's next steps and how they learn are shared with parents so that learning can be continued at home.

## Setting details

<b>Unique reference number</b>	EY275835
<b>Local authority</b>	Halton
<b>Inspection number</b>	10243701
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Moore Village Pre-School Committee
<b>Registered person unique reference number</b>	RP907551
<b>Telephone number</b>	01925 740800
<b>Date of previous inspection</b>	4 May 2022

## Information about this early years setting

Moore Village Pre-School registered in 2003. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and above, and one holds a level 2. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Joanne Valek

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and spoke to the inspector about their curriculum and what they want the children to learn.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

We carried out this inspection 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.

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