

Inspection of Moira Pre-School

Village Hall, Ashby Road, Moira, Swadlincote, Derbyshire DE12 6DP

Inspection date: 15 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children wave goodbye to their parents and carers and enter the pre-school with a smile. They know to put their lunchboxes away and their water bottles on the side. Children recognise their names and stick them to the signing-in board. There is a warm, nurturing feel at this pre-school. Children are kind and caring. They know what is expected of them, and they behave well. There is an effective key-person system in place, which supports children to form trusting bonds with staff. Children show that they are happy and secure.

Children explore the wide range of activities and resources laid out for them with excitement. They ask, 'What's this?' with wonder and curiosity as they spot a small-world farm set up in a large tray. Children engage in open-ended play. They start by moving animals around and replicating their noises. Their friends join in and the play changes direction. Children use small flowerpots to scoop up compost and pour it carefully into different containers. They chat with each other about what they are doing and happily play alongside each other. Children often invite staff into their play and are eager to share their thoughts and feelings.

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

- The manager understands how children learn and has a secure knowledge of children's developmental stages. She works closely with staff to plan and deliver a curriculum that caters to children's individual needs and interests. Children enjoy taking part in a variety of different activities that promote their ongoing development in all seven areas of learning.
- This pre-school has a longstanding, close-knit staff team. Staff communicate with each other daily and work together well to promote the best outcomes for children. The manager operates an open-door policy. She encourages staff to take part in training that interests them. Staff say they 'love working' at this pre-school and feel well supported.
- Staff speak with enthusiasm about the training they have undertaken and the positive impact it has had on their practice. They are passionate about children's mental health and have recently learned new strategies to promote children's emotional well-being. Staff have introduced new resources to the children and taught them different ways to understand and manage their feelings.
- Staff support children well in their communication and language. They clearly model language and introduce new vocabulary. For example, staff have identified that some children do not understand the word 'cooking'. They encourage children to incorporate the word into their play while teaching them the difference between the words 'cooking', 'making' and 'baking'.
- Older children have developed a love of reading. They listen to stories read by staff with intense concentration. Children show delight as staff use story sacks to

bring books to life. Children snuggle up in the reading corner and flick through books together. They point at the pictures and chat about what they see. However, staff do not consistently consider how to engage all children in group story times. Younger children struggle to join in and do not always follow the story.

- Staff teach children about healthy lifestyles. Children choose from several healthy options at snack time. Staff encourage parents to pack nutritious lunches for their children to eat at pre-school. Children learn hygiene routines, such as the importance of washing their hands before eating and after toileting.
- Staff are knowledgeable about children and their home lives. They work closely with all families, including those of children who speak English as an additional language. However, staff do not prioritise learning about children's individual cultures and celebrating their differences. Children have limited opportunities to learn about diversity.
- Parental feedback about the pre-school is positive. Parents feel that staff understand their children's needs well and say that their children really enjoy all the toys and activities on offer. Staff share information about children's care and learning through conversations and written communication. They send out newsletters and ideas for parents to try at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a clear understanding of their role and responsibility in keeping children safe. They attend regular training to keep their knowledge current. Staff confidently recognise different signs that children may be at risk. They are clear on reporting procedures and know to inform the relevant agencies of any concerns regarding children's welfare or allegations. Staff use risk assessments diligently to ensure the environment is safe for children to play in. They teach children how to keep themselves safe as they play, reminding them to walk not run, for example.

What does the setting need to do to improve?

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

- enhance opportunities for children to learn about cultures, traditions and different ways of life
- develop further opportunities for all children to engage in story time, to nurture their growing interest in books.

Setting details

Unique reference number	226229
Local authority	Leicestershire
Inspection number	10234398
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	12
Name of registered person	Moira Playgroup Committee
Registered person unique reference number	RP904022
Telephone number	07375108888
Date of previous inspection	21 November 2016

Information about this early years setting

Moira Pre-School registered in 1993 and is located in Swadlincote, Derbyshire. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one at level 2. The pre-school opens Monday to Thursday, during term time only. Sessions are from 9.15am until 1pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Vanessa Cuthbert

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The manager and inspector observed and evaluated an activity together.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed staff and children of all ages throughout the pre-school.
- The inspector held discussions with staff throughout the inspection.
- The inspector spoke to children, to find out about their time at the pre-school.
- Parents' and carers' views were taken into consideration.
- A sample of documentation was reviewed, including paediatric first-aid certificates and suitability checks.

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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