

# Moorevilla Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY252967
<b>Inspection date</b>	16 January 2008
<b>Inspector</b>	Cynthia Walker
<b>Setting Address</b>	245 Midgeland Road, Blackpool, Lancashire, FY4 5HJ
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<b>Registered person</b>	Sarah Carney
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Moorevilla Day Nursery was registered in 2002 and is privately owned. The provider also owns two other nurseries in the Blackpool area. The nursery operates from a detached house in Blackpool which includes seven playrooms. The ground floor is used by the babies and toddlers and the pre school children use the first floor. There is an enclosed outdoor play area. The nursery serves the local community of Blackpool and St. Annes and operates a mini bus service. It is open each week day from 07.30 until 18.00 all year round.

The nursery is registered to care for 119 children under five years. Currently there are 122 children attending the nursery throughout the week, of these, 42 children are in receipt of nursery education funding. Children attend for a variety of sessions. There are systems in place to support children with learning difficulties and disabilities.

The nursery employs 26 child care staff and three ancillary workers. Over half the child care staff has appropriate early years qualifications and six members of staff are working towards appropriate qualifications. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children are well nourished and enjoy a wide variety of meals and snacks which incorporate a good selection of fruit and vegetables. Parents have recently been asked to contribute their ideas to the meals included into the weekly menus. Dietary needs are discussed with parents and recorded within nursery to ensure the individual children's needs are met, however, the methods used for recording these needs does not maintain confidentiality for the children. Children are able to access fresh drinking water throughout the day.

Children are developing an understanding of personal hygiene as they wash their hands before eating and after going to the toilet. They explain that they are washing their hands because they are dirty. Staff demonstrate that children are cared for appropriately if they have an accident or need medication because they follow suitable procedures. Discussions with parents establish the children's daily routines to enable staff to ensure children have appropriate rest or sleep. Younger children are developing emotional well-being through close and caring relationships.

Children enjoy physical activity by daily access to the outdoor area. Older children develop their physical skills as they practise hopping and skipping and move with confidence as they run and chase around, skilfully negotiating space. They participate in large circle games and play a dragon game linked to Chinese New Year. Younger children carefully carry balls around in balancing cups whilst others skilfully aim and throw balls into a large container. They demonstrate good co-ordination as they kick and throw footballs to members of staff. Children's physical development is supported by resources which include balancing cups, a variety of small equipment, such as, balls and bean bags, climbing frames, swings, rocking boats and wheeled toys.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a warm, safe and secure environment where risks are identified and minimised. A named health and safety officer ensures that safety is regularly reviewed and maintained for children whilst at the nursery. Children are learning about keeping safe as they respond to clear explanations from staff about how to negotiate the stairs to the first floor. Regular fire practises which are monitored by a named person reinforce the children's understanding of fire safety.

All the playrooms are creatively arranged to allow the children to move independently and spontaneously around all areas of play and learning. Displays of children's art work and photographs of children involved in activities ensure the environment is welcoming to children. Children are accessing a suitable range of resources which are appropriate to their ages and stages of development and actively support their play and learning. Resources are well arranged to enable children to make spontaneous decisions about the toys and resources they are going to use.

Children are effectively safeguarded by staff who have a sound understanding of child protection procedures which are in line with the Local Safeguarding Children Board.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time in nursery and arrive happy and eager to participate. Younger children are making good progress because the staff have developed an effective understanding of the needs of children under three. Regular observations are being completed on the children which include the children's future learning and the key workers have a good understanding of the children's individual progress. However, although staff include future learning opportunities within general activities and they do not use this information from observations to formally direct the future planning. The children's observations are included in journals with direct links to the 'Birth to three framework' which include photographs and examples of art work.

Children acquire new skills as they join in a wide range of interesting activities. Younger children explore the feel and taste of ice cubes in two different colours. They enjoy examining a variety of items in treasure baskets including brushes, containers and spoons and have fun tossing strands of silver material into the air and rub strands together to make a noise. Younger children very carefully put paint on their fingers and then use their whole hand to spread the whole of the paint across the paper whilst children over two years use string to carefully spread gold paint across the black paper to make interesting patterns. The introduction of jumbo chalks to the outdoor area encourages children to make marks and proudly show the colourful pictures to adults present. Older children competently complete simple jigsaws and fill and empty containers in the water exploring the soapy bubbles for the spider hiding in the bottom of the tray. Displays within the rooms indicate children's involvement in a variety of gluing activities and photographs highlight activities, such as, painting and playing outside.

Nursery Education.

The quality of teaching and learning is satisfactory. The newly established staff team are developing their confidence and improving their knowledge of the Foundation Stage to implement and deliver the planned programme of activities. Planning reflects a suitable range of activities, although, these do not include adaptations for the lesser or more able children. Information from observations as children move through the nursery are used to identify the children's starting points. Staff use direct observations to identify the children's basic achievements within the profile map, however, the children's next steps for learning are not clearly identified or used to inform the future planned programme of activities. Children are actively praised by staff for their achievements and positive relationships are developing between staff and children. Staff use effective questioning and sensitive support which challenge and enable children to achieve as much as they can in most areas. The environment is divided into separate learning areas with supporting resources which enables children to progress. A mixture of adult and child led activities stimulates children's interest and helps them persist at activities for some time.

Children have a positive attitude to learning and are interested in the appropriate range of activities. They use their initiative and take responsibility for their own play and concentrate well as they participate in music or listen to stories. Children are confident communicators and use language to describe music and link this to different feelings. They use language to negotiate how much sand is needed to fill a container to make a castle and explain that dragons can fly. Although mark making materials are available there are few opportunities for children to recognise letters or experiment with simple writing within the daily routine. Children confidently count how many children are present at circle and use simple calculation to add the numbers five and two together successfully. They successfully identify individual numerals and a variety

of shapes which include a crescent moon. Regular involvement with the computers effectively develops the children's skills in using the mouse and negotiating the different programmes. Children become enthusiastically involved when a visiting musician introduces a range of musical experiences as they participate in a variety of songs and imitate playing instruments such as, a guitar or drums. They incorporate large physical movements to the rhythm of the songs and in response to music reflecting feelings, such as, being sad, scary or sorry use facial expressions and sounds to identify these. The introduction of hospital resources within the role play area stimulates the children's interest and they use good imagination as they pretend to operate on a member of staff to make her better.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are developing a positive attitude to others through a sufficient range of resources which includes small world figures, toy cooking utensils, dolls, books and some displays. The participation in activities, for example, food tasting and celebrating different festivals reinforce the children's understanding of their own culture and those of others. The recent provision of a named officer to monitor equality of opportunity will reinforce the practices within the nursery. Discussions with parents as the children begin their care establish the children's individual needs. There are systems in place to support children with learning difficulties and disabilities.

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

The majority of children within nursery behave reasonably well in response to the calm and positive responses from staff, although, changes within the day effects the behaviour of a small group of older children, for example, when tidying up. Children are developing positive relationships and play harmoniously at the computer and within role play. They share resources whilst playing in the sand and take turns at the computer. Children show sensitivity to others as they enquire about a scratched finger or praise each other for participation at the computer. Younger children are developing self-assurance from close and effective relationships with staff.

Partnership with parents is satisfactory. Parents are actively welcomed into the nursery and receive effective information about the setting through an information pack, monthly newsletters and detailed notice boards. The nursery takes positive steps to ensure the children are kept informed of all the policies and procedures. The ongoing needs of the younger children are met through detailed daily record sheets. The recent introduction of a parents' evening enables parents to discuss their children's achievements supported by informal sharing of information at the end of the day. However, there are no formal systems in place for parents to share information about their children or give their views. Parents are asked to contribute to some activities, though, they are not given information on how they can be involved in their children's learning.

### **Organisation**

The organisation is good.

All the required documentation which contributes to children's health, safety and well-being is in place. Appropriate recruitment and vetting procedures are in place to determine the suitability of staff members to safeguard the children attending the nursery. Documentation is supported by policies and procedures which are reflected in daily practice, for example, health and safety and named officers with direct responsibilities for specific areas ensure this is

maintained. There are clear procedures in place to monitor the children and staff attendance, however, although the registers reflect if staff work in other areas of the nursery, the hours staff work is not consistently recorded. There is a positive attitude to staff training which is supported by annual appraisals. Space within the nursery is creatively organised to enhance the play and learning opportunities for children.

Leadership and management is satisfactory. Suitable procedures and a clear management structure are in place to support a new but enthusiastic staff team. Regular staff meetings ensure outcomes for children is maintained. There are procedures in place to monitor the overall provision through detailed questionnaires for parents, although, there are no clear evaluation procedures in place to evaluate the provision for nursery education. The nursery liaises with advisors from the local authority to improve the quality of education for children.

Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the previous care inspection the nursery were given a number of recommendations in relation to hygiene practices, the management of the lunchtime period, the children's diet, the operational plan and the induction procedure. At a subsequent visit two actions were raised in relation to staff, child ratios and the registration system.

Children are well nourished and enjoy a wide variety of meals and snacks which incorporate a good selection of fruit and vegetables. They enjoy effective social interaction whilst eating their snacks and meals. Children are developing a good understanding of hygiene practices as they wash their hands after going to the toilet and staff implement suitable procedures within the daily routines, for example, changing nappies to maintain the health of the children. All the required documentation which contributes to children's health, safety and well-being is in place and there is a clear induction procedure for staff in place. There are clear procedures in place to monitor the children and staff attendance, however, although the registers reflect if staff work in other areas of the nursery, the hours staff work is not consistently recorded to ensure the children's needs are effectively met.

### **Complaints since the last inspection**

Since 1 April 2004 Ofsted has received one complaint relation to National Standard 2: Suitability, National Standard 6: Safety and National Standard 7, Health. An Ofsted inspector visited the nursery and actions were raised and satisfactorily met in relation to National Standard 2: Suitability. The provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- maintain the confidentiality of children's records relating to special dietary requirements
- ensure information from observations on children which identifies their future learning informs the planned programme of activities
- ensure the system which records contingency arrangements for staff absences shows the hours of attendance.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- review the assessment procedures to ensure the children's next steps for learning are clearly identified and this information is used to directly inform future planning; and implement systems to evaluate the overall planned programme of activities
- Improve the opportunities for parents to share information about their children and increase the opportunities for parents to be involved in their children's learning.

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