

# Moorlands Nursery

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY349492   |
| <b>Inspection date</b>         | 19 March 2008  |
| <b>Inspector</b>               | Yvonne Victoria Facey  |
| <b>Setting Address</b>         | The Moorlands, 165 High Street, Mosborough, SHEFFIELD, S20 5AG |
| <b>Telephone number</b>        | 07812525098  |
| <b>E-mail</b>                  |  |
| <b>Registered person</b>       | Just for Kidz Ltd  |
| <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 good.

### WHAT SORT OF SETTING IS IT?

The Moorlands Nursery opened in 2007 and operates from a detached house in the Mosborough area of Sheffield. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 07.30 to 18.00 for 50 weeks of the year and is under sole ownership.

A maximum of 43 children may attend the nursery at any one time. There are currently 29 children aged from birth to under eight years on roll. Of these, 16 children receive funding for nursery education. The nursery offers before and after school provision and holiday care. Children come from the local and wider communities and attend for a variety of sessions. The nursery has provision for children who speak English as an additional language. The nursery employs seven staff, most hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children gain a good understanding of the importance of personal hygiene because they are well supported by staff. They develop personal independence in managing their own needs. For example, they use liquid soap and paper towels which are easily accessible. All children routinely wash their hands before they eat and after outdoor play. Staff openly discuss with children why they wash their hands and use planned activities to enhance children's understanding of the importance of personal care. For example, the effects on their teeth if they do not brush them regularly.

Effective procedures maintain good levels of cleanliness. For example, cleaning rotas are displayed in each room and staff routinely clean equipment and resources, paying particular attention to toys that babies put in their mouths. Nappy changing procedures effectively minimise the risk of cross-infection. Staff wear aprons and disposable gloves, wipe down changing equipment thoroughly after each use and dispose of nappies hygienically. Documents that support children's health are in place and very well maintained. For example, there is a clear sickness policy that is shared with parents, and there are effective processes in place to record any accidents to children, and any medications given.

Children enjoy mealtimes, which are very sociable and used well to promote a good understanding of healthy eating. Healthy, nutritious and freshly cooked meals are provided. Children serve their own meals where they choose the amount of food they want and which foods they like. Staff use this opportunity to discuss with children what foods are good for them and how it affects their bodies. For example, they discuss that fatty foods are not good for your heart, fruit helps you have good skin and meat-free mince has got protein in it that makes you grow big and strong. Information is discussed with parents to ensure that staff are fully aware of the children's individual dietary needs. Children of all ages have regular access to outdoor play, providing fresh air and exercise. They enjoy playing outside and staff plan activities and resources well to encourage their physical development. Children have exercise and dance time and discuss the effects of exercise on the body. For example, when they are out of breath and their hearts are beating faster. They enjoy using bikes and other wheeled toys and are able to negotiate space confidently. Their fine motor skills are good as they use scissors, have good pencil control and are able to thread small shapes on shoe laces.

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

The provision is good.

Children are cared for in a safe and well maintained environment. Displays of children's work results in an attractive and child-friendly atmosphere. Daily health and safety checks are carried out on all areas used by the children. Risk assessments of the premises ensure that safety is continually monitored to reduce any potential hazard on the premises and for outings. Staff monitor sleeping babies regularly to ensure their safety. Accident reports are monitored to identify any recurring issues to ensure these are addressed as soon as possible.

Staff talk with children about keeping themselves and their play area safe. Children have a good understanding of safety rules in the setting, for instance, they know they do not run indoors because they may hurt themselves or another child. Regular fire drills familiarise children with fire evacuation procedures. A log is kept of each fire drill, and any identified difficulties

are discussed and changed. This helps to ensure children are safe in the event of an emergency. Visits from fire officers and the police help children to learn about fire safety and stranger danger. Children use a balanced range of equipment that is appropriate to their age and stage of development. Safety equipment, such as safety gates are used to prevent children from accessing areas children do not use.

Good procedures are in place to safeguard children's welfare, such as detailed policies and procedures that include local safeguarding guidance. Staff are knowledgeable about issues that may raise concerns regarding the abuse or neglect of children and they are aware of the procedures to follow in order to protect children in their care.

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

The provision is good.

Children of all ages are settled, relaxed and quickly become engrossed in purposeful activities. Stimulating activities are planned for all children. They achieve well as staff have a good understanding of what they can do and their individual interests. Staff interact warmly and affectionately with the children. They are attentive to the children's needs, providing good support and interaction. Children explore natural resources and are able use their senses as they investigate objects and materials. However, this is not extended to the outdoor play area.

Children's early communication skills are well supported through very good adult-child interactions within all groups. Children are encouraged to babble and talk and sign language is introduced to very young children to aid their communication skills. Progress records and observations are kept on all children's development, and this information is used to inform future plans, therefore, supporting children in the next steps in their learning. Good relationships between staff and children help children to feel secure and valued, which allows them to fully explore the environment and develop their self-esteem.

### **Nursery Education**

The quality of teaching and learning is good. Children make good progress towards the early learning goals. The sessions are organised to allow children to make purposeful choices and make progress. Teaching methods are varied and interactive, providing children with good experiences to explore and investigate their environment. Planning is detailed and stepping stones are covered through a good variety of experiences and activities. Recording of children's progress is good and suitable methods are used when observing children and planning for their next steps. However, the system is not yet consistent to ensure that all evidence is collated thoroughly to see all children's achievements.

Children use language to share ideas, ask questions and recall past experiences. They often initiate conversation with their peers and adults. Children are introduced to a variety of ways to extend their vocabulary. For example, they have a letter of the week and phonics are used to sound letters. Children enjoy books and join in enthusiastically with group stories. The book area is used well and children often sit and read to themselves or bring a book to staff to read them a story. Staff draw children's attention to books by having a book of the week and include who has written and illustrated it. Many children can recognise their own names. They are beginning to copy their names and more able children can write their own names. Children can freely access writing materials and they also understand that a computer can also be used to produce written material. They print their drawings and writing which are displayed.

Practical activities provide children with opportunities to problem solve and calculate. Children have good opportunities to enjoy singing activities and explore sounds with musical instruments. For example, children frequently choose musical instruments throughout the session and children ask if they can have a concert like the one they had at Christmas. They participate in a varied range of activities where they can use their senses and express their feelings. Children are independent and are able to make decisions for themselves. For example, they freely go and have a drink during singing time and many are able to put on their own coats and shoes. Children have few opportunities to explore the natural world and there is little discussion about living things. They have many resources for creative play and engage well with staff during creative activities. For example, they enjoy sitting with staff and model making. However, few children express their creativity spontaneously mainly due to the layout of the creative room.

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

The provision is good.

Staff treat all children with individual care and respect. Children receive appropriate support to enable them to settle into the nursery. Staff quickly learn about individual children's needs from the detailed information gathered from parents. Written and verbal feedback at the end of the session keeps parents fully informed about their children's routines and how they have spent their day. There is a clear complaints procedure and a system to log any complaints. Questionnaires allow parents to freely express their views about the nursery, which staff use to evaluate and improve their service.

Children learn about their own and different cultures through planned activities and cultural celebrations allow children to appreciate the diversity of the world in which they live. Children relate happily to the adults and approach them confidently. The nursery demonstrates a positive attitude towards inclusion. They recognise the importance of working closely both with parents and other agencies to ensure that children's individual needs are met. Children behave well and cooperate well together, sharing and taking turns as they play. Staff have a good understanding of promoting good behaviour to build children's confidence and self-esteem. For example, they have stickers for good behaviour and have a 'proud cloud' where simple achievements are recorded and children and parents can see. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Parents receive a comprehensive booklet containing detailed information about the setting, policies and procedures. Parents also receive written reports about their children's educational progress and they have access to their children's records at all times. Plans of activities are displayed with detailed information about the Foundation Stage. There are opportunities for parents to be involved in their children's learning because staff prepare activities for them to take home, providing a link between nursery and home.

### **Organisation**

The organisation is good.

The leadership and management of the nursery education is good. The owner and manager work closely together to ensure staff attend appropriate training and development. There are systems in place for monitoring and evaluating the quality of teaching and the progress children are making towards the early learning goals. However, this is not sufficient to ensure all children's stages of learning are fully promoted. There is a clear management structure in place. The

management and staff work well together as a team, each aware of their individual roles and responsibilities. There are staff meetings and staff appraisals planned.

Staff caring for children are suitable to do so. The recruitment and selection of staff is rigorous and the management ensures that relevant checks are completed prior to staff beginning work with the children. All the staff hold a suitable qualification and a number hold a current first aid certificate. They are all very committed and enthusiastic about their work with children and continually explore ways of ensuring that children are cared for in a safe and stimulating environment. Children are secure and confident in the setting due to the effective procedures in place. Space within the playrooms is mainly used effectively. Although the creative area for older children is being developed. All required documentation, policies and procedures are very well maintained and easily accessible. They are regularly reviewed and updated. Overall, the provision meets the needs of the range of the children for whom it provides.

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

Not applicable.

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

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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

## **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 good.

### **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):

- improve activities to stimulate children's interest in the natural world and planning of outdoor activities (also applies to nursery education)

#### **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 access to creative activities
- continue to develop the links between planning, assessment and teaching

- develop effective systems to evaluate and monitor the overall nursery education

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)