

Moonbeams Day Nursery

Inspection report for early years provision

Unique reference number	EY377254
Inspection date	11/03/2009
Inspector	Adelaide Griffith

Setting address	34 Bucklands End Lane, BIRMINGHAM, B34 6BP
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Type of setting	Childcare on non-domestic premises
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Moonbeams Day Nursery opened in 2008 and operates from the ground floor of a converted property. It is situated in a residential area near to retail businesses in the Hodge Hill area of Birmingham. Children have access to an enclosed outdoor play area. It is open each weekday from 08.00 to 18.00 all year round, except for bank holidays.

The nursery is registered on the Early Years Register. A maximum of 23 children may attend the nursery at any one time. There are currently 33 children aged from birth to under five years on roll, some in part-time places. The nursery is in receipt of funding for some children. The setting also offers care for children aged over five to under eight years. The provision is registered by Ofsted on the compulsory part of the Childcare Register.

There are five member of staff, all of whom hold appropriate early years qualification to at least NVQ Level 2. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are making steady progress in their learning and development but there are some inconsistencies with regard to observational assessments. Children's individual needs are clearly addressed and their welfare is effectively promoted. The partnership with parents and other early years providers supports children's learning and care appropriately. Staff's understanding of the self-evaluation process ensures that the changes they have made are beneficial and targets are identified for further improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the observational assessments to take account of information provided by parents about all children.

To fully meet the specific requirements of the EYFS, the registered person must:

- provide well-planned experiences based on children's play and ensure that these are reviewed consistently and informed by accurate record keeping (Educational programmes).

26/03/2009

The leadership and management of the early years provision

Records are appropriately maintained to ensure the safe management of the setting. Vetting procedures for all adults who work with children are robust and they have attended further training although there are some inconsistencies with regard to knowledge of the Early Years Foundation Stage (EYFS). Staff strive for improvement by introducing equipment and dolls to promote children's self-help skills. They have a clear understanding of the self-evaluation process and have made several changes to the structure of the day; these benefit children who are more settled. Also, targets are set to enhance the outside play area and to start a healthy eating project. The setting demonstrates a capacity to make improvements by reviewing and adapting meals and activities as part of continuous improvement.

Basically, all children's individual needs are met as each child is involved in activities and has access to resources that are freely available. Diversity is suitably promoted in an environment that reflects the background children come from. Children's welfare needs are addressed due to risk assessments which are carried out consistently to ensure the premises are safe. The partnership with parents positively supports the care and learning of children and there is a developing relationship with other early years providers.

The quality and standards of the early years provision

Children are generally helped to learn and develop in the EYFS as some staff have clear understanding of specific aspects of the requirements. The adults support children's learning by encouraging interest in activities. Children are cared for in a cheerful setting where there are several examples of their work. There is a fair range of planned, purposeful play because staff include a variety of activities that focus on themes such as new life. Children engage in painting, drawing, cutting shapes of butterflies, colouring and making models to develop their understanding. Challenges are included for children individually, for example, the promotion of matching skills for some and for others, pencil control and concentration. Children are gaining understanding in all areas of learning. For instance, they sit and listen to stories as adults read a favourite book. They are beginning to match items and to count beyond 10 with assistance. Most children recognise primary colours. Younger children engage in a range of creative activities that promote play with musical and flashing toys.

There is an acceptable balance of adult-led and child-led activities. Children are actively encouraged to make choices and they have the freedom to move around the room to change resources. Observational assessments indicate children's developmental stage but recordings are not always consistent and starting points are only identified for some children. This means that progress is not fully indicated for all children. Staff have experience of working with children with learning difficulties and/or disabilities. They understand the importance of liaising with parents and external agencies in order to promote learning and development effectively. Staff discuss aspects of behaviour management with parents who implement a similar approach to that used in the setting. The relationship with

other early years providers is growing and this benefits children at the setting.

Children are competently safeguarded due to staff's clear understanding of child protection issues. Whilst using equipment, children are consistently reminded to use these carefully and this helps them to stay safe. Owing to the implementation of clear procedures for accidents and the administration of medication, children's good health is promoted. They are primarily protected against infection due to the provision of individual bedding which is washed frequently. Children are well behaved and they are learning the boundaries of behaviour because staff use appropriate strategies according to their age and stage of development.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since 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.