

Moorlands Nursery

Inspection report for early years provision

Unique reference number EY349492
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Inspector Lynn Rodgers

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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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The Moorlands Nursery (Just for Kidz) first opened in 2002 but has been operating under the current registration since 2007. It 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 7.30am to 6.00pm 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 43 children aged from birth to under eights years on roll.

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 supports some children with special education needs. The nursery employs six full-time staff and one part-time staff member. Of the staff, five hold appropriate early years qualifications.

They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The provider demonstrates a sound understanding of her strengths and areas for development, which effectively contributes to the ongoing improvement of the service. The staff work well to meet the needs of individual children and gather all relevant information to help them to do this effectively. All children and their families are welcomed into the setting and are included, valued and respected. There are systems in place for reflecting on practice and moving the setting forward. Parents' and children's views are welcomed and staff respond to their suggestions for improvements. However, there are some issues regarding safety to be addressed and how children are monitored and assessed, to clearly show their next steps. The systems for cleaning some areas are not robust enough to prevent the spread of infection.

What steps need to be taken to improve provision further?

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

- ensure reasonable steps are taken to ensure children are safe when accessing the outdoor areas (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register). 12/10/2009

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

- ensure the premises and equipment are clean, particularly all toilet areas including staff facilities
- further develop the existing systems for planning to be more specific about areas of learning and children's next steps, and promote children's overall independence.

The effectiveness of leadership and management of the early years provision

Most staff have completed relevant training for safeguarding the children. The named child protection officer shows a good understanding of the policy and procedures to follow. There is a suitable system for keeping a record of any concerns and parents know of the setting's duty to report any concerns to the relevant parties. The setting has a password system and fingerprint service to ensure only authorised persons gain access. There are some issues regarding the outdoor play areas that impact on the children's safety. This means that staff do not always take reasonable steps to ensure children are safe. Therefore, the effectiveness of safeguarding is satisfactory. Risk assessments are carried out, but not effectively to highlight any hazards and the action taken to improve them.

Documentation is very well written, organised and ready for inspection. The manager is responsible for this area and is methodical and exceptionally well organised. She has completed the self-evaluation record satisfactorily and has pinpointed the areas they can improve upon. There are effective systems for recruitment, and applicants are fully vetted and checked. There is a suitable induction period and new recruits are given copies of all relevant documentation. Staff have access to the training folder, and express their training needs. Two members of staff are trained in special educational needs and are responsible for working with such children and for their individual programmes of work. Staff hold regular meetings to discuss any issues or concerns. The capacity to improve is highlighted through continuous discussions with staff and parents, including children's comments and self-evaluation. Most resources are effectively used to support children's learning and development in a satisfactory way. They are satisfactorily presented to the children and are suitable, in reasonable condition and age appropriate.

The setting promotes equality and diversity effectively. The setting is a vegetarian provision; there is the option for alternative food if requested. All children and families are welcome. Staff share relevant information with parents and other carers and confidentiality is maintained. Children's individual needs are met through talking to parents, filling in questionnaires and admissions forms, talking to children and observing what they do. Staff use this information to help establish children's interests, likes, dislikes and dietary and religious requirements. The staff are approachable, warm and friendly and take time to make parents and families welcome. They set good examples for the children to follow, encouraging them to show respect for others and themselves. Children are helped to feel good about themselves through positive praise and encouragement. Partnerships with parents are good. The setting has an open-house policy; parents are always welcomed and staff encourage them to participate in activities and show their own skills to the

children. There is a two-way flow of information. All parents receive some form of communication daily, about what their children do. Monthly newsletters are passed on and there are parents' evenings periodically. Information regarding complaints is reflected in the written policy, which is available to parents. Children's details and information are established, clearly documented and regularly updated. Parents give positive comments regarding the setting and are happy with the way their children are cared for and the friendliness of the staff.

The quality and standards of the early years provision and outcomes for children

Most children are making satisfactory progress towards the early learning goals but overall the observational assessments and records are not always used sufficiently to identify clearly the children's next steps. The planning of children's activities is satisfactory and staff are still looking at ways to simplify this system. Some activities are very adult led, rather than letting children use their own ideas and promoting their independence. The outdoor areas are suitably resourced. However, too little attention is given to identifying any hazards or the action taken. For example, there are hazardous plants, boundaries and gates and water hazards. Therefore, the safety of the children is compromised. Staff talk to children about dangers, such as strangers, not touching stray animals and holding hands when out walking. They promote children's awareness of road safety during outings. The children know to stay with the person they are with, and to pick up discarded toys. Older children know what to do and follow routines as they help the younger children.

The older children respond to their names and staff encourage children to greet each other and the adults. There is good interaction between staff and children. They read stories together and the children show they can listen and recall parts of the story. The older children can sit still and listen for periods of time, and join in stories and singing. They can predict what comes next and have appropriate social skills. They respond to the staff, take turns, share, help each other and generally behave well. Children's creativity is promoted through various ways. For example, singing songs and joining in action rhymes. There is a wide range of mark-making materials, such as for chalking, writing, drawing and painting. They play with dough and other malleable substances, and take part in role play and dressing up. Children's understanding and knowledge of the wider world is fostered through discussions. Cultural issues are discussed and children take part in festivals. For example, a display shows the children's attempts at making a prayer mat as they celebrated Eid. They use natural objects for collage, learn to grow things and have discussions about skin tones, hair and eye colour. They go for walks, look at the local environment and some older children know where they live. Staff engage with the children positively and encourage them to communicate. Staff give children choices and they are able to make some decisions about what they do.

The children are beginning to learn to count in sequence, and have some knowledge about basic subtraction. For example, during a song about current buns, they took one away and counted how many left. Older children are beginning to recognise some numbers, shapes and sizes, use mathematical

language and problem solve with some assistance. The younger children are encouraged by action songs and rhymes, and staff repeat colours and count with them. Children have access to some technology to extend their learning and development. Children learn to adopt a healthy lifestyle as they access fresh air and exercise each day. Food and drinks served are healthy and nutritious, well balanced and meet children's dietary and religious requirements. Children eat in their own areas and older children sometimes join with the younger ones to encourage social interaction. There are suitable routines for hand washing, nappy changing and when serving any food to the children. There are systems in place for cleaning the setting; however, there is no evidence that this is being done effectively to prevent the spread of infection, particularly in the children's and staff's toilet areas.

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

The overall effectiveness of the early years provision

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|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

| | |
|--|---|
| How effectively is the Early Years Foundation Stage led and managed? | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 3 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 3 |

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR5 Suitability and safety of the premises and equipment). 12/10/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR5 Suitability and safety of the premises and equipment). 12/10/2009