

# Moat House Children's Centre

Inspection report for early years provision

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**Unique reference number** EY290703  
**Inspection date** 26/03/2012  
**Inspector** Dianne Sadler

**Setting address** Moat House Primary School, Deedmore Road, Coventry,  
West Midlands, CV2 1EQ

**Telephone number** 02476 622158

**Email**

**Type of setting** Childcare - Non-Domestic

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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.

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## Description of the setting

Moat House Early Years Centre opened in 2004. It is situated in the Wood End area of Coventry. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 8am to 4.30pm, five days a week up to 48 weeks a year. Children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 50 children may attend the nursery at any one time, 15 of whom may be in the early years age group. There are currently 29 children attending on a full and part-time basis who are within the early years age group. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs seven members of staff including the manager, all of whom hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well in an inclusive environment which protects their safety and welfare. Each child's individual care and development needs are met well through strong relationships promoted with parents, other agencies and most other providers. All policies and procedures are in place with generally effective practice and the setting obtains most of the required information from parents. The setting is continually striving and very motivated to continuously improve all outcomes for children.

## What steps need to be taken to improve provision further?

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

- obtain information from parents of all children about who has parental responsibility for the child (Safeguarding and promoting children's welfare) 09/04/2012
- ensure that the following information is recorded for each child: the name and address of every parent and carer who is known to the provider (Documentation). 09/04/2012

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

- improve the educational programme to provide opportunities for children to develop positive attitudes towards diversity with specific regard to different religions

- develop the sharing of relevant information where children receive care and education in more than one setting
- improve the system for self-evaluation to include the views of parents.

## **The effectiveness of leadership and management of the early years provision**

Good priority is given to promoting and protecting children's safety. The setting has a strong knowledge of child protection issues and has developed a well written safeguarding policy which is shared with parents. All staff receive training in this area and are confident about their responsibility to protect children from harm and neglect. Good emphasis is given to ensuring children are cared for in a safe and secure environment. Comprehensive risk assessments are carried out and include the indoor and outdoor areas. In addition, daily checks are also completed and recorded. This ensures hazards to children are effectively identified and minimised. Registration forms are used to obtain and record all necessary information from parents. However, the setting does not obtain information from all parents with regards to who has parental responsibility for children. In addition, the setting does not record the name and address of every parent and carer known to them. This is a breach of two of the early years requirements but has a limited impact on children's welfare.

Robust recruitment and vetting systems ensure children are cared for by suitable adults who are enthusiastic and well-motivated. Clear procedures are in place to monitor staff's ongoing suitability and they have very good opportunities to develop their professional skills. All staff are involved in implementing an effective system for self-evaluation. Specific action plans are in place that is driving through improvements for the benefit of the children. For example, there are plans to encourage children to serve themselves to food at lunchtime thus enhancing their independence and self-help skills. However, the views of parents are not sought as part of the self-evaluation process.

The setting provides a fully inclusive environment. Staff have a good awareness of children's individual needs, routines and lifestyles and children thrive in a relaxed and happy atmosphere. This successfully fosters all children's sense of well-being. Staff make best use of the space available to support children to make good choices and to become active learners. Children benefit from a well-organised play environment both indoors and outdoors, which include stimulating areas such as a sensory room. Children develop their confidence and independence as they access a wide range of good quality resources which are displayed very well, some in attractive wicker baskets on low-level shelves. Resources promote positive images of diversity such as a selection of large puppets of different ethnicities. This enables children to learn about the similarities and differences between themselves and others. However, experiences for children to learn about all religions and celebrations are more limited.

Effective partnerships are established with the parents of children who attend the setting. Written policies, informative displays around the setting, and a readily available staff team all help parents to be well informed. Parents are supported

well to be involved in their children's learning. Parents have free access to their child's Learning Journey books and are encouraged to share and record their family experiences to support children's learning in the nursery. The setting also develops good partnerships with other agencies and professionals, such as foster parents, to promote good communication and to ensure all children's needs are met and understood. Effective links with local early years provisions support smooth transitions for some children from one setting to another. However, the setting is not pro-active in ensuring good communication with all other settings that children also attend.

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

Children are supported well by knowledgeable staff in their learning and development. Systems have been reviewed and updated to effectively use ongoing observations to assess and plan for children's individual progress and next steps in learning. This ensures challenging experiences are tailored to meet each child's individual learning needs. As a result, children are making good progress towards all the early learning goals.

Children demonstrate they feel safe and secure as they settle well and confidently interact with each other and all adults. They learn to share and behave well as boundaries for good behaviour are made clear. Children also develop a good awareness of healthy lifestyles. They have planned opportunities to be active in an outdoor environment which promotes all areas of their learning. For example, children have fun running around playing hide and seek and playing games with bats, balls and hoops. This develops their physical skills. Items such as wooden logs encourage children to explore and investigate the natural world. Whilst outdoors, children enjoy counting how many blocks it takes to build a tall tower and many concentrate well as they sort the blocks according to their colour. This develops their skills in problem solving, reasoning and numeracy. Children's health and well-being is further enhanced as they are provided with healthy and nutritious home-made dishes which include fresh produce and a good variety of healthy snacks. They are kept well-hydrated as they benefit from accessing their own individual water bottles throughout the day.

The setting listens carefully to what children say and responds to their interests and requests well. For example, when children show interest in car keys they are safely taken out to cars in the car park to discuss and explore how keys work. Children enjoy selecting their favourite books to read with staff. After reading a story about putting ice in lemonade some children show a great interest in ice. They develop their language for thinking as they consider the properties of ice and use descriptive words such as 'wet' and 'slippery'. Their learning continues as they enjoy making ice from water. They watch the changes made as water becomes frozen in the freezer and then melts in the sun. Children use all of their senses to explore ice as they place the ice in their water to drink. Children have good opportunities to be creative and develop their imagination. They explore different media and materials such as play dough and paint. After becoming interested in

space ships some children enjoy making three-dimensional structures out of boxes and other re-cycled items.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

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

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