

Moorevilla Nursery

Inspection report for early years provision

Unique reference number EY252967
Inspection date 22/03/2012
Inspector Lynne Woods

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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

Moorevilla 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 to collect children. It is open each week day from 7.30am until 6pm all year round.

The nursery is registered to care for 119 children under eight years. Currently, there are 122 children within the early years age range 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 special educational needs and/or disabilities.

The nursery employs 26 child care staff and three ancillary workers. Over half the child care staff have appropriate early years qualifications and six members of staff are working towards appropriate level 3 qualifications and foundation degrees. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming child-friendly environment that is well organised safe and secure. Children's individual learning needs are catered for well ensuring that they make good progress towards the early learning goals given their age and ability. Most staff use child observations to plan next steps for learning for individual children, although the outdoor environment is not included in this planning. Policies and procedures and staff training contribute to the strong effective partnerships with parents and other professionals and ensure that children are kept safe and their individual needs are met well. The leaders have a commitment to continued improvement and investment to improve the outcomes for children which ensures that the children access a range of quality resources that are well maintained.

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 about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 29/03/2012

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

- use information gathered through assessment consistently to identify and plan for the children's individual next steps in their learning
- consider how the outdoor environment and learning opportunities can be planned for individual children.

The effectiveness of leadership and management of the early years provision

Staff are committed, enthusiastic and skilful practitioners. They follow effective procedures to safeguard the children in their care. There is a clear line of responsibility for reporting concerns about children's welfare and staff are clear about their duty to report concerns. They receive regular training to ensure that their knowledge and understanding remain current. The management team take all reasonable steps to assess the suitability of adults working with children. These include recruitment procedures that reflect the recommended guidance, including the seeking of identity, qualifications, references and a full Criminal Records Bureau check. Robust induction procedures for new staff ensure they fully understand their role and responsibilities. Overall, the nursery maintains regulatory documentation well, however there is one exception. The details about who has parental responsibility for and legal contact with a child have not been established. Therefore this regulatory requirement is not being met. The nursery is secure with internal doors being key pad locked, visitors' identity is checked and they are requested to sign in. The nursery has been awarded five stars by Environmental Health for the hygiene standards of the food preparation area.

The management has a strong commitment to staff's continuous professional development and has high aspirations for improvement. They are committed to improving the quality of the provision for children and their enthusiasm is reflected in the way the staff team work in a cohesive manner. Self-evaluation is undertaken and a quality improvement programme is being successfully implemented. This has identified improvements, such as the further development of outdoor learning opportunities for children.

Staff meet with parents to assess children's starting points for learning. Parents are invited to parents' evenings where staff share a report with them and agree the next steps for their children's learning. The setting has good links with local schools and staff visit the setting prior to the children starting there to aid smooth transition.

The setting meets the individual needs of all children well as there are successful systems and partnerships established. For example, staff work closely with other professionals to provide targeted support to individual children. Parents state that the open communications with the nursery are good and that staff are easily approachable, helping them to support the continuity of care for each child. Parents spoken to are all very supportive of the nursery. Parents views are sought through questionnaires, any issues and comments highlighted by parents, and the response from the nursery, are displayed on the main parent notice board. Parents

are informed about their children's learning and experiences at the nursery via the monthly newsletter, the home learning pack and the parent notice boards located outside each play room.

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

The staff have a good knowledge of the Early Years Foundation Stage which they implement in their practice to help children to make good progress towards the early learning goals. Children develop confidence and self-esteem and form secure attachments. Parents are encouraged to call in prior to their child starting to ensure a smooth transition for the child into the setting. Children are observed regularly by staff and the assessments of these observations are used to inform future learning for children. However the system for identifying next steps for individual child's learning is not constantly maintained which means that planning cannot always be targeted.

The children freely access a good range of developmentally-appropriate resources that reflect the six areas of learning are available to them in the thoughtfully organised environment. The children in the pre-school room take turns to take home 'Jolfie Bear' and parents write in his journal what children have done with him. Children also take home library books to share with parents at home.

The children are well behaved and courteous to each other as the staff are positive role models for them for example, the pre-school children take turns to set the table and wait until everyone has been served their meal before starting to eat. They learn to keep themselves safe as they move freely around the nursery following the golden rules, holding on to the banister when going upstairs and not running inside. Children become aware of how to adopt healthy life styles as they eat the fruit provided for snack and enjoy healthy meals that are prepared from mainly fresh ingredients by the nursery cook.

Children develop their large body skills and coordination in the extensive outdoor play area which includes a dedicated area for younger children and a range of climbing and balancing equipment and opportunities for children to dig and explore their natural environment. However, the opportunities for extending children's learning in the outdoor learning are not routinely planned. Children make a positive contribution as they learn about different cultures and lifestyles which are supported by a range of resources and books. Staff foster children's creativity supporting them in the dedicated messy play areas as they choose to complete collages and in the outdoors as they choose to paint on the easel. The display boards in the toddler rooms have been lowered so that children's art work is displayed at their height. Children are encouraged to mark make through play for example, they write lists in the role play and count how many children are having lunch. A good range of computers and programmable toys are available to the children.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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