

Moonbeams Day Nursery

Inspection report for early years provision

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EY377254

Inspection date

15/05/2012

Inspector

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Setting address

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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

Moonbeams Day Nursery is privately owned and was registered in 2008. It operates from a detached, adapted house in the Hodge Hill area of Birmingham. The nursery serves the local area and children from further afield. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round, except Bank Holidays. Sessions are from 8am to 6pm. Children are able to attend for a variety of sessions. A maximum of 49 children may attend the nursery at any one time and there are currently 72 children on roll who are within the early years age range. The nursery also offers care to children aged over five years to eight years. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 14 members of childcare staff, all of whom hold appropriate early years qualifications to at least level 2. One member of staff has completed a foundation degree. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development. On the whole, their welfare is effectively safeguarded and their individual needs are addressed well. The management and staff have made many changes to the provision and these have resulted in positive outcomes for children. The well-established relationships with parents and other agencies ensure that children get the support they need to make consistent progress from their starting points. The liaison with other early years providers supports children's learning and development effectively. There are plans for further development to sustain continuous improvement of the provision.

What steps need to be taken to improve provision further?

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

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare) (also applies to the compulsory part of the Childcare Register).
- 29/05/2012

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

- record details in a fire log book of any problems encountered during evacuation drills and how they were resolved
- review the health and safety policy to include procedures for identifying and dealing with hazards and faulty equipment; this relates specifically to the temperature of the hot water.

The effectiveness of leadership and management of the early years provision

The staff's clear understanding of child protection procedures and managers' links with other organisations result in children being effectively protected. A wide range of safeguarding procedures ensure that children's safety is well maintained. For example, staff demonstrate good understanding of the evacuation procedure. However, fire drills are not recorded and problems encountered are not identified. A detailed risk assessment is available, but the temperature of the hot water in the children's bathroom poses a potential hazard which has not been effectively minimised. Most records are maintained consistently, but a few for the administration of medication do not include written parental permission as required in regulation by the Early Years Foundation Stage. This may compromise children's well-being.

The nursery has a successful relationship with parents, who are consistently informed about their child's development. They have opportunities to access the learning journals and to discuss children's progress at parents evening and the annual development day. Parents express a high level of satisfaction with the service. In particular, they comment on staff's competence in promoting children's development and the warm interaction with children and their families. The nursery works equally well with external agencies to support children's care and learning. For instance, action plans from the early years teaching service are effectively implemented to raise children's achievement. Information is shared with other early years providers and transition documents are transferred when children leave the setting to maintain continuity in their care and learning.

The managers and staff have implemented a variety of changes, and actions are well targeted. For example, the reorganisation of rooms has improved children's behaviour. Regular staff meetings and input from other professionals contribute to the self-evaluation process. There is a shared perception of the strengths of the nursery, including the cohesive teamwork and the welcoming environment. The management has plans for further development of the outside space to provide more resources that extend children's development in all areas of learning. They envisage that these plans will result in a sustained impact to support children's future learning when they leave the nursery. The effective implementation of systems to address the recommendations from the last inspection demonstrate a strong capacity to maintain continuous improvement.

Children are valued and their individual needs are addressed as agreed with parents. The staff consistently monitor children's progress and provide support to ensure they achieve as well as they can. Guidance from external agencies is

followed purposefully to support any additional needs children might have. Images of several cultures are displayed in the nursery and this gives children a sense of belonging. They easily access resources that are age appropriate and staff are deployed to work with children in small groups or individually, ensuring that they receive good support.

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

Children make consistent progress in their learning and development because staff are confident in the implementation of the Early Years Foundation Stage Framework. Planning supports the next level in children's learning through the use of information gained from group and individual observations. Assessment records demonstrate children's achievement and gaps in their learning. These are skilfully addressed to support children's development at an optimum level. For instance, children are encouraged to listen actively at story time and predict what might happen to enhance their communication skills. Similarly, staff provide pincer-grip scissors for left-handed children to ensure their cutting skills improve, and children receive extra support to practise mark making.

Children enjoy their time at the nursery where they have opportunities for stimulating play. The free-flow system facilitates movement between the room and outside area to maintain continuity in all types of play. For instance, children climb onto steps, maintaining their balance and ride around in cars and bikes while negotiating the available space to avoid others. Children's imaginative skills are well promoted as they use crates as a train and are issued with tickets written by their peers before beginning the journey to a destination of their choice. This activity helps them to understand the world around them. Children's awareness of keeping themselves and each other safe is reflected in the reason for lining up. They explain the importance of waiting their turn to access equipment on which only one child is allowed at any time.

Children are well behaved and respond positively to the calm manner in which all staff manage behaviour. They are secure in the routine and join in with tidying away when the signature tune is played. This means that children's independence is effectively promoted. Toddlers feed themselves under supervision and this encourages their self-help skills. Children's self-esteem is raised positively when praised for effort or achievement. The caring attitude of the staff underpins the bonds between adults and children, who also develop strong friendships with their peers as they play together. Pre-school children demonstrate good knowledge of maintaining dental health through brushing teeth. All children learn about personal hygiene. For instance, toddlers rub their hands together when anti-bacterial gel is squirted in their palm. A good selection of healthy meals and snacks is served and drinks are available. Children rest at quiet times and babies sleep according to their established patterns. Children develop good skills for future learning as they progress towards the early learning goals.

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

The quality of the provision in the Early Years Foundation Stage	2
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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:

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 (Records to be kept). 29/05/2012