

Moorevilla Nursery

245 Midgeland Road, BLACKPOOL, Lancashire, FY4 5HJ

Inspection date	28/06/2013
Previous inspection date	22/03/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- There are insufficient staff on duty to meet the legal requirements. This poses a possible risk to children's safety and well-being.
- The recruitment of staff is not robust enough to ensure all staff have the skills and experience required to work with children. Induction of staff is weak and does not give new staff sufficient time to understand all the nursery policies and procedures.
- Children with English as an additional language are not encouraged to use their home language in their play. This means their uniqueness is not recognised.
- The existing risk assessment for outings and the health and safety policy do not consider how to protect children from the adverse effects of the sun.
- Children in the toddler room sleep in close proximity on a large mat, sharing blankets. This does not enable them to sleep comfortably or to be treated as an individual.

It has the following strengths

- Children who have special educational needs and/or disabilities are effectively supported so they make good progress in their learning and development.
- Staff help children to learn about numbers through their play and daily routines. For example, they count how many roast potatoes each child has on their plate.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed staff and children engaged in activities in all the playrooms and in the outdoor play area.
- The inspector looked at observations of children's learning and children's enrolment forms.
- The inspector spoke with staff, children and parents at appropriate times during the inspection.
- The inspector examined a sample of health and safety and recruitment documentation.
- The inspector conducted a joint observation of staff practice with the manager.

Inspector

Valerie Aspinall

Full Report

Information about the setting

Moorevilla Nursery was registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register in 2002. The nursery is privately owned and the provider also owns four other nurseries in the Blackpool area. The nursery operates from a detached house in Blackpool and 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. The nursery employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 and level 3.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. There are currently 112 children attending who are in the early years age group. The nursery provides funded education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The setting receives support from the local authority.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

make sure staffing arrangements meet the needs of all children, ensure that required ratios are met and that staff are effectively deployed to provide adequate supervision of children at all times.

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all staff receive induction training to help them understand their roles and responsibilities
- provide opportunities for children whose home language is not English to develop and use their home language in play and learning to further support their language development
- record information about staff qualifications and the identity checks and vetting processes that have been completed to evidence that a rigorous recruitment procedure has completed including for example gaining suitable references
- ensure risk assessments fully take account of the risks or hazards which may arise for children including risks posed by exposure to the sun.

To further improve the quality of the early years provision the provider should:

- personalise the current sleeping arrangements for toddlers by providing individual furnishings and blankets to allow each child enough space to sleep comfortably.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy attending this welcoming nursery where they benefit from plenty of child-initiated activities that capture their interests soundly. Resources, activities and staff interaction securely support children in the areas of learning. Staff support children's learning through child-initiated play and praise them for their achievements, which helps to promote their self-esteem. They are appropriately involved in children's play activities to promote conversation. This contributes towards supporting children's developing language. During circle sessions they develop skills that will be required at school, such as

listening to each other and waiting their turn to talk. They enjoy joining in with familiar stories by shouting out the appropriate rhyming words, which helps to extend their vocabulary.

Children's early mathematical skills are developing appropriately because staff count aloud with them and ask questions, such as 'how much should we charge for shampoo?' when children are setting up a role play shop. Children's literacy is supported as they write out labels for the shop, supported by the staff. Staff take advantage of opportunities to help children learn during their play and everyday experiences. For example, by counting how many roast potatoes each child has at lunchtime. Young children are encouraged to feed themselves at lunchtime and are encouraged to make choices through self-serving at meal and snack times, which develops their independence.

Children who have special educational needs and/or disabilities are soundly supported and make good progress. Staff devise methods of visual support to help children understand routines and to prepare for the day ahead. This helps children to feel secure and promotes positive behaviour. However, staff are less effective in supporting children who speak English as an additional language. They do not use simple words to support children's home language, which means each child's unique culture is not celebrated.

Staff have friendly relationships with parents. Parents complete a baseline form when they enrol their child and this includes some basic information about their development. This helps staff to understand each child's starting points so they can begin to help them make progress in their learning. Parents of babies comment favourably about the daily diaries they receive, stating that they enjoy reading about what their children have been doing. Parents of older children receive verbal feedback from staff on an informal basis and also attend parents' evenings. Staff give all parents a written report every term. They also share their findings from the 'progress report at age two' with the appropriate parents. As a result, parents are kept informed of their child's learning and can extend this at home.

The contribution of the early years provision to the well-being of children

In the baby room, well established staff have sound key person relationships with young children. Children are happy and content and enjoy exploring the bright and attractive environment, which has low-level accessible resources and direct access to a separate baby garden. New babies, who are a little unsettled, are soothed by their key person and so secure attachments develop. The key person role is less effective in other nursery rooms. As a shortage of staff, combined with some very new staff, results in less established staff who don't know children's needs well, being available to children. This means their safety may be compromised. However, the established staff who are present are effective practitioners who are adept at supporting groups of children in their play and with their care routines. For example, they use open-ended questions to involve groups of children in a building activity, which fosters their imagination and develops their thinking skills. Consequently, children are engaged and behave well and enjoy initiating their own play. Effective procedures are in place to support children in learning appropriate behaviour. For example, young children who are prone to biting are offered more challenging environments to occupy them and are monitored to ensure other children are

kept safe. Parents comment that established staff are good at managing their children's challenging behaviour.

Most of the playrooms open directly on to the outdoor area, which has a wide range of resources and equipment for children to explore. Children wearing appropriate wet weather clothing, play out in all weathers. Staff encourage children to take appropriate risks when they help them to balance on the stepping stones and children have opportunities to climb, slide, swing and run around in the fresh air. Children learn about healthy eating through food tasting activities that complement the fruit in a favourite storybook. They are offered nutritious, healthy meals, with fruit and yoghurt for dessert. As a result, children are learning to adopt the habits that will help them to develop a healthy lifestyle. The environment offers children spaces to relax and many younger children have a sleep after lunch. However, in the toddler room, children do not have their own bed, cushion or mat to sleep on, sleeping instead in close proximity on one large mat, some sharing a blanket. Consequently, staff do not give children much room to sleep comfortably and children are not treated as an individual. Children are learning how to play safely. For example, staff remind children not to run indoors and to sit safely on their chairs. Staff review risk assessments for particular activities to ensure the ongoing safety and supervision of all children, for example, how to use scissors correctly.

Parents fill in a baseline document when children enrol. This asks for children's likes, dislikes, health needs and care routines. In addition, flexible settling-in sessions are offered. As a result, the transition from home to nursery is usually smooth and parents are happy with the arrangements. When children are ready to move on to reception class, teachers from their new school are invited to come into the nursery for a visit and reports for each child are sent to their new school.

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

The leadership and management of the nursery are inadequate. On the day of inspection there were insufficient staff on duty to meet the ratio requirements of the Statutory framework for the Early Years Foundation Stage. Effective contingency plans are not in place to ensure that children's safety and welfare is maintained as a priority. In addition, very recently recruited staff, present during the inspection, have incomplete recruitment records. While Disclosure and Barring Service checks are in place, other measures of checking suitability, such as references and interview questions, are not. Induction arrangements are also weak. New staff do not have an adequate amount of time to fully understand all the nursery policies and procedures, before they are counted in the staff: child ratios. These failings compromise children's safety. Ongoing monitoring of staff performance is also an area of weakness. Appraisal records show that some staff have identical comments about their performance, which lack the specific detail required to help them understand what they need to do to help children make good progress.

Staff have a sound understanding of safeguarding. They can identify the signs of possible abuse and know who to contact should they have concerns. Staff complete daily risk assessments of the environment and keep appropriate records of accidents, incidents and

medicines administered. Risk assessments are in place for outings and they identify how many staff are required and who has a first aid qualification. A health and safety policy is also in place to maintain children's well-being. However, these are not as effective as possible because any potential risk of sunburn has not been identified or addressed, which may impact on children's safety.

The manager monitors the curriculum offered to children, she has recently implemented a new method of observation and planning that places more focus on child-initiated activities. As a result, staff plan to help children progress by following their individual interests. Children's level of attainment is monitored using a new local authority tracking tool, 'success from the start'. Children's progress is tracked and any significant gaps in learning in particular groups of children can be identified. The manager has just begun this process and will support any gaps in learning with an appropriate action plan.

Self-evaluation is in place and parents are consulted about their views and comments about the nursery are used to make improvements to practice. For example, a menu display board had been put in place, as a result of parents asking for more information about the meals and snacks provided. Regular parents' evenings, access to children's learning records, newsletters and a colourful website, give parents opportunities to find out how their children are developing and keep them up-to-date with current nursery events. Partnerships with health professionals and outside agencies are effective in ensuring each child's unique needs are met appropriately.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that all staff working with or in regular contact with children are of integrity and good character and have the skills and experience suitable for the work (compulsory part of the Childcare Register)
- ensure that all staff working with or in regular contact with children are of integrity and good character and have the skills and experience suitable for the work (voluntary part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY252967
Local authority	Blackpool
Inspection number	924848
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	119
Number of children on roll	112
Name of provider	Sarah Louise Sloane
Date of previous inspection	22/03/2012
Telephone number	01253 760610

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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