

Moonbeams Day Nursery

34 Bucklands End Lane, BIRMINGHAM, B34 6BP

Inspection date

27/08/2013

Previous inspection date

15/05/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children make good progress in their learning and development. This is because staff have a good awareness of how children learn. They make the most of opportunities to extend children's learning through play, and take into account children's individual interests and play preferences.
- Relationships between children and staff are very good, thereby fostering a strong sense of belonging and ensuring that children are confident learners.
- Partnerships with parents and other agencies are strong with regard to sharing a comprehensive range of information that aids staff in meeting children's care and learning needs.
- The registered providers are able to recognise areas where improvement is needed and are determined to make the necessary changes to move the setting forward in their pursuit of excellence.

It is not yet outstanding because

- Staff do not organise the lunchtime session to promote mealtimes as a sociable occasion and to enhance children's independence.
- There is scope to extend the already good performance management and monitoring systems even further, to enhance the reflection on the quality of teaching and to use this information to shape staff's professional development.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke with the nursery owners, staff and children at appropriate times throughout the day.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion and from written questionnaires sent out by the nursery.

Inspector

Patricia Dawes

Full Report

Information about the setting

Moonbeams Day Nursery was registered in 2008 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a newly extended house in the Hodge Hill area of Birmingham and is managed by a partnership. The nursery serves the local and surrounding areas and is accessible to all children. It operates from three large rooms and there are enclosed areas available for outdoor play.

The nursery employs 16 members of childcare staff. Of these, 13 hold appropriate early years qualifications at levels 2, 3 and 6.

The nursery opens Monday to Friday all year round except bank holidays, from 8am until 6pm. Children attend for a variety of sessions. There are currently 68 children on roll who are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. The provision receives support from the local authority.

What the setting needs to do to improve further

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

- enhance children's developing independence and better promote mealtimes as a sociable occasion by reviewing and improving the organisation of the lunchtime session
- improve the performance management and monitoring systems, for example through observations of practice, to gain more feedback about the quality of teaching, and use this information to shape staff's professional development.

Inspection judgements

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

Staff have a very good understanding of how children learn and develop. They have updated their knowledge of the Early Years Foundation Stage and adapted their systems for observing children's progress. Staff communicate well with parents at the start to gain as much information as they can to plan for children's individual interests. Regular exchanges of information with parents regarding children's learning and development during daily feedback and termly 'development days', help to ensure parents continue to support their children's learning at home. Moves between rooms are well managed, with children's assessments following through with them. Detailed observations and photographs help staff to capture significant moments and assess children's progress to

identify the next steps in their learning.

Staff in each of the rooms discuss their observations and share their planning so all are involved and knowledgeable about how to support each child. During activities most staff effectively foster babies', toddlers' and pre-school children's skills, such as sharing and turn-taking. However, staff do not involve older children in daily routines, such as lunchtimes, by encouraging children to serve themselves, help to lay out and to clear away, in order to promote their self-esteem and independence in readiness for school.

Staff members join children in their play throughout the day, readily conversing with them to stimulate children's interest and foster their developing language skills. Regular singing of nursery rhymes and songs as they tidy away toys or wait for mealtimes captures their interest. Staff engage well with the children to encourage their interest and make learning fun, and use suggestions and questions to challenge their thinking. Staff are well deployed, relaxed and supportive of children and know them well. Children are encouraged to share toys and play together to promote their social skills in preparation for later moves to nursery and school. Staff regularly take small groups of children to a quiet area where they share in a particular activity and where staff can more closely observe their engagement and assess their progress. All children have good opportunities to spend time outdoors in the fresh air to promote their physical skills on the larger equipment. The learning opportunities for outdoor play give children ample opportunities to explore and investigate the natural world and develop their physical skills. Children engage in imaginative play in the role-play area, which recently was set out as a construction site during the building of a new extension. Children were, therefore, able to observe the changes over time and copy what was happening.

The learning environment is bright and inviting and all children have easy access to a wide range of resources, both inside and outside which follow their interests and engage them. Children's artwork is displayed around the rooms and accessible resources enable children to confidently make their own choices. Children are encouraged to freely explore their environment and initiate their own play. Babies enjoy sensory experiences, exploring the texture of 'gloop', hiding in shredded paper or testing out what happens as they push buttons and turn knobs on electronic toys. Older children enjoyed making their own chocolate, adding jellybeans or popping candy to their own version of Moonbeams creations. This activity was extended to visit a nearby chocolate factory to look at the process followed, linking this to real life experiences.

Children happily use their imagination to create their own home-play environment looking after the 'babies'; washing, dressing and feeding them or visiting the doctor's surgery. They access a range of different resources and games for encouraging number and shape recognition. Children show good concentration and enthusiasm as they build tall towers, make play dough or join in with team games on the obstacle course. There are no children currently attending who speak English as an additional language or children with special educational needs and/or disabilities; however, the nursery has appropriate systems in place ready to support these children.

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

Children settle well into the nursery, which is bright, spacious and invitingly decorated so that they and their parents feel welcomed. The settling-in period is well organised. Staff observe children in their own environment and parents share important information about their children's individual needs. Individual routines are displayed in the baby room and staff ensure that these are carried out until children naturally settle into the nursery routine. Positive engagement by the key person and spontaneous praise and encouragement from staff throughout the day, help to develop children's confidence so they feel secure and try out new things.

Staff are fully aware of the importance of the three prime areas in developing children's confidence so they can make their own play choices and initiate their own learning. Younger children freely crawl around and practise their early walking skills. They access different areas, exploring their environment and examining the wide range of interesting resources. Older children are very sociable, and most independently and confidently engage with staff and their peers. Staff patiently but firmly remind some when they become a little over excited or challenging, to use their ears to listen, and to stay calm and safe. Throughout the nursery, children are supported in their social skills so they learn how to play together, share toys and take turns.

Children's health is well supported because staff encourage children to learn about their own health and needs. They give babies attention during routines such as nappy-changing by talking to them calmly explaining what is happening. Older children are developing their own self-care skills as they independently use the toilet and wash their hands. Healthy eating has a high focus at this nursery, where children enjoy a very nutritious and varied menu and daily healthy snacks. Children know that eating fish is good for their brains and bones. They all have access to their individual water bottles and cups throughout the day and are encouraged to drink after energetic play. Children are learning to play safely through regular reminders from staff and respond well to clear guidelines as they use tools such as scissors, take turns on the obstacle course or ride on tricycles outdoors. Play activities throughout the day provide good opportunities for exercising limbs and having fun.

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

Children are well safeguarded as staff have a very clear understanding of their roles and responsibilities in recognising signs of abuse or neglect and how to pass these on effectively. There are robust recruitment and selection processes in place to ensure the suitability of the staff. Safeguarding features highly in induction and at the regular staff meetings, and all staff have attended external training. All necessary information is displayed in each room as well as a very informative display on the parents' notice board. Other procedures to further protect children, such as the maintenance of daily records, safe collection systems and the seeking all necessary information at registration, are thoroughly carried out. Risk assessments are routinely conducted to ensure that good standards of health and safety are maintained.

The manager carries out regular monitoring of the educational programme to offer support and guidance to staff. Some performance management systems are in place, such as team meetings and induction procedures. However, the manager does not use peer-on-peer observation to comprehensively monitor the quality of teaching and use the information gained to shape staff's professional development in the future. The owners show they value their staff and encourage them to share their views and opinions openly in an environment of trust and respect.

The leadership and management of the nursery is strong. The owners have a positive vision for providing a high quality service and they are fully committed to reflective practice and engaging the views of staff and parents to achieve this. An open-door policy provides opportunities for staff and parents to consult with them at any time. Regular and effective methods for reviewing practice overall through internal reviews and external audits by the local authority, are in place. These systems clearly identify the strengths and weaknesses of the provision. Good support is provided by outside professionals, and there is a strong commitment to ongoing training to enhance staff's knowledge and practice. Welfare requirements are met and the nursery demonstrates a strong capacity for improvement as they continue to move forwards on their journey towards excellence.

Partnership with parents is strong, and parents comment very positively on the ongoing support and approachability of all staff. An informative display board, parent prospectus and regular newsletters ensure that parents are informed about all aspects of the nursery. Parents' views are invited through questionnaires and daily discussion with staff. They are kept informed of children's daily progress through regular feedback from staff and by sharing the children's learning journals. Staff have a clear understanding and working knowledge of the importance of working in partnership with external agencies to ensure appropriate interventions for children who may need additional support. There are currently no children on roll who attend other early years settings. However, the staff are aware of the importance of engaging in professional working relationships with other providers if and when the need arises in order to promote continuity of children's care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

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	EY377254
Local authority	Birmingham
Inspection number	873814
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	49
Number of children on roll	68
Name of provider	Clair Motion and Karon Jarrett Partnership
Date of previous inspection	15/05/2012
Telephone number	07825 6385815 or 0121 242 4490

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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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