

# Moorevilla Nursery

245 Midgeland Road, BLACKPOOL, Lancashire, FY4 5HJ

<b>Inspection date</b>	13/02/2014
Previous inspection date	28/06/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Each playroom is suitably organised with an increasingly good range of age-appropriate equipment to meet the needs of the children. As a result, children are kept safe and most are confident to follow their own interests and make satisfactory progress in their learning.
- The management are motivated and focused on improving the quality of the nursery. They ensure that sufficient staff are on duty and deployed to meet the required ratios and to monitor children's safety.

### It is not yet good because

- When staff change over responsibility for groups of children, the sharing of information is not thorough enough to ensure good behaviour is consistently promoted. As a result, children do not receive consistent messages about how to behave well.
- The performance of trainees and cover staff is not consistently monitored or supported to deliver high quality learning. As a consequence, although children are happily occupied at these times, they are not always learning at the highest level.
- Monitoring of general practice, such as the organisation of routines and the quality of teaching, is not focused enough to ensure consistency is maintained across the whole of the nursery.

## 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 activities in the playrooms and one of the outside learning environments.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and the area manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

## Inspector

Lynne Naylor

## Full report

### Information about the setting

Moorevilla Nursery was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a detached two-storey building in the Marton area of Blackpool. It is one of five nurseries managed by a private provider. The nursery serves the local area and operates a mini bus service to and from children's homes. It operates from five rooms on two floors and there are enclosed areas available for outdoor play.

The nursery employs 12 members of childcare staff. Of these, 10 hold an appropriate early years qualification with one at level 4, seven at level 3 and two at level 2. The nursery opens Monday to Friday, from 7.30am until 6pm, all year round. Children attend for a variety of sessions. There are currently 125 children on roll, of these 120 children attending are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- ensure staff exchange sufficient information when they take over responsibility for groups of children, in order to maintain consistency in the quality of care and the application of rules to promote good behaviour
- ensure all practitioners, including trainees and any volunteers, have the training, skills and knowledge and a clear understanding of their roles and responsibilities to provide good quality daily experiences for children and to support the consistent delivery of good quality teaching.

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

- improve monitoring arrangements by placing a greater focus on achieving consistency in the quality of teaching and overall practice so that all children benefit from high standards.

## Inspection judgements

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

In each room, children choose what to play with from a range of accessible toys, which are suitable for their age and ability. They generally work comfortably within the typical range of development expected for their age taking account of any special educational needs and/or disabilities. Staff use their sound understanding of the Early Years Foundation Stage to observe, assess and track children's progress. Their recently enhanced planning ensures that children are sufficiently challenged, across all areas of learning. Similarly, the increasingly effective monitoring of the tracking enables any gaps in learning for individual or groups of children to be identified and early action taken to secure support, where appropriate. While they play alongside, most staff purposefully engage children in learning. They support children's language development increasingly well and some aspects of their mathematical development as they skilfully question children as they play. However, the quality of teaching varies throughout the day, which means that high quality learning is not consistent. Also, for various reasons, staff leave the group they are working with and the good learning is disturbed for those children. For instance, when three-year-old children ask to go to the toilet, staff go with them to open the door. Even so, children's progress is generally good in communication and language and in physical, personal, social and emotional development. This ensures that they have the key skills needed for the next steps in their learning, such as moving on to school.

Staff deliberately include a range of written materials in all areas of the pre-school room. For example, they add recipes, take-away menus and food information leaflets to the snack area. This effectively raises children's awareness of how print carries meaning. Staff sit closely with two-year-old children to look at books and encourage them to turn the pages, which inspires a love of reading. Staff positively encourage children to bring their favourite books from home for sharing and to take books from nursery to read at home. Children have a special board on which to display any number or shape work, which values their interest in mathematics and encourages them to learn more. Children choose to count, for example, they excitedly exclaim how many cones they have fitted together while playing and how many baked beans are on their fork at lunchtime. Children are keen to communicate and happily engage visitors in conversations. Children draw pictures, paint, cut and glue to extend their creativity. From the baby room upwards, children develop dexterity as they manipulate dough and run their fingers through gloop, foam and cooked spaghetti. These sensory experiences successfully motivate babies and children to make marks with their fingers and encourage their early writing skills. Toddlers and older children have good access to writing materials and are keen to draw and make marks with pens on paper and on models. Children are beginning to learn about features in their local community through photographs added to displays, such as the Blackpool Tower in the construction area.

At the end of every month, parents receive a home learning diary in which the key person shares what their child has learnt and how they can continue this learning at home. Each child also has a learning journal, which evidences their progress. These journals, regularly shared at parent evenings, increasingly inform parents about their children's progress. Staff understand the benefits of working in partnership with others, for instance, when they attend other settings.

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

Each child has a staff member identified as a key person who builds a relationship with their parents. Staff gather and use information from parents about each child's personal preferences and routines to help them settle in. Children play happily and confidently interact with each other, staff and visitors, which shows they feel safe and emotionally secure. They receive praise from staff for achievements and positive behaviour, which promotes their self-esteem and confidence. However, children's good social skills are not consistently promoted. The sharing of information among staff is not thorough enough to ensure consistency in applying rules when staff changeover responsibility for groups. For example, how many children can be at an activity is not consistently enforced; some children are asked to wait but not informed, as promised, when there is a space for them at an activity. Sometimes over exuberant superhero play is not consistently challenged.

Babies and children develop good self-help skills because they move freely around their room and help themselves to a broad range of experiences. Babies demonstrate that they feel safe and emotionally secure as they happily investigate toys. Children eat healthy snacks and meals made on the premises from fresh ingredients. They routinely follow appropriate hygiene and safety practices, which gives them a basic understanding of how to keep themselves healthy and safe. For example, they wash their hands before eating and take care using the stairs. Staff purposefully set up the role play area with uniforms and props so children pretend to be police or fire officers, dentists or doctors. Staff support their imaginative play with related information books so children learn how to keep themselves safe and healthy. Children's physical development is reasonably well promoted and they begin to develop positive attitudes to exercise. Indoors, children develop dexterity and good hand to eye coordination through handling a range of toys. Children maintain a healthy lifestyle through regular exercise outdoors; they run around the garden and manoeuvre wheeled vehicles. A visiting dance teacher and a football coach provide optional physical activities, which many children join.

Children broaden their cultural awareness as they enjoy activities related to a range of festivals and celebrations. For instance, they make salt dough hearts for Valentine's Day. Staff have purposefully increased the range of posters on display to reflect positive images of culture and disability to promote and value children's awareness of similarities and differences. Staff also encourage parents to provide family photographs for display in nursery. Children talk to others about their families and their home experiences prompted by these photographs. In the baby room, photographs are displayed on mirrors; babies can see their own reflections and gain an awareness of themselves, which helps them feel emotionally secure. Children are well supported by their key person to move up to the next room. They go on visits and their new key person receives a written summary of the child's abilities and an updated report on their interests. This helps them settle well to their new room. Also, children are generally well prepared emotionally and socially for the next stage in their learning, such as nursery or school. Effective partnerships are developing with the local schools that children move on to, and with other professionals and services that support children and families.

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

The safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage are understood by the management and staff team. Since the last inspection, actions set by Ofsted have been suitably addressed in order to meet the legal requirements. Suitable arrangements are now in place for safeguarding children. There are sufficient staff on duty to meet the legal requirements in order to maintain children's safety and well-being. This means sometimes bringing staff from another of the company's settings. Throughout the day, staff are effectively deployed to supervise children. The recruitment and vetting of staff is now robust enough to ensure all staff have the skills and experience required to work with children. Evidence of their suitability checks, including from the Disclosure and Barring Service, are available for inspection. Induction of staff is stronger, with induction lengthened to six weeks, which enables staff to have sufficient time to understand all the nursery policies and procedures. On a daily basis the clear policies and procedures are implemented consistently by staff, which suitably protect the children. Risk assessments are reviewed and include clear guidance, such as how to protect children from the adverse effects of the sun. Staff are aware not to take children out during the hottest part of the day during summer and a chart is completed to identify when sun protection cream has been applied. The nursery is kept secure at all times and access to the building is carefully monitored by staff. All the required details about each child are obtained before a child starts at the nursery, which ensures they are accessible in an emergency. All staff are briefed on child protection and carry a lanyard with appropriate telephone numbers to ring if concerned about a child. Overall, arrangements for safeguarding children within the nursery and through work with outside agencies are good.

Regular supervision sessions enable staff members to reflect on their practice and identify future training needs. Peer observations are being introduced to further help staff to learn from each other's best practice. The manager and staff have sufficient skills and knowledge to deliver good quality teaching and learning. However, monitoring of general practice and the quality of teaching is not focused enough to ensure consistency is maintained across the whole of the nursery. There are times when the performance of trainees and cover staff is not consistently monitored or supported to deliver high quality learning. As a consequence, although, children are happily occupied at these times, they are not always learning at the highest level. Children freely choose activities from a steadily increasing range of accessible toys and books. Key staff display an accurate understanding of children's skills, abilities and progress. They track children's progress and the manager monitors the records to ensure accuracy. Together, they identify the progress of individual children or groups of children and take appropriate action taken to close any gaps in children's learning. This supports all children to make sound progress given their individual starting points and helps to prevent them being left behind.

Since the last inspection, the sleeping arrangements have improved. Children now sleep comfortably in their own space due to the provision of individual sleep mats and bedding identified for each child and washed at least weekly. The management and staff team demonstrate a good ability to maintain improvement. They seek and meet advice from the local authority. Staff are committed to developing their room's strengths and weaknesses and have a self-identified development plan. Staff work generally well with parents and increasingly seek their views through questionnaires. They openly respond to queries and

concerns raised by parents in order to improve their service. Parents and carers spoken to at inspection express satisfaction with the progress children make in their learning. Parents obtain information in different ways, for example, verbally, in writing and electronically on the company's social media page and a website. Currently, there are no children attending the nursery with English as an additional language. However, parents are now routinely asked for information about their home languages and any special words used. This helps children all settle in and enables staff to support children to use their home language in their play. Staff work increasingly well in partnership with the local schools.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY252967
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	954137
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	119
<b>Number of children on roll</b>	125
<b>Name of provider</b>	Sarah Louise Sloane
<b>Date of previous inspection</b>	28/06/2013
<b>Telephone number</b>	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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