

Moorside Community Nursery

MOORSIDE COMMUNITY PRIMARY ACADEMY, Back Lane, Skelmersdale, WN8 9EA

Inspection date

Previous inspection date

02/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Children benefit from exceptionally good teaching as staff routinely reflect on their own practice and challenge themselves to increasingly high levels of competence as they inspire and nurture every child in their care.
- An excellent range of initiatives engage, support and build on parents' interest in their children's development and provide children with continuity in their learning and care.
- Staff are highly committed to helping children improve their ability to manage their own feelings, recognise the feelings of other children and adults and increase their skills in solving problems.
- Senior managers monitor the delivery of the educational programmes, planning and assessment extremely effectively. As a result, children's needs are quickly identified and extremely well met through highly effective partnership working and timely interventions.
- Management and staff are very sensitive and aware of how to respond to safeguarding concerns. This contributes strongly to children being kept safe from harm.

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.

Inspection activities

- The inspector observed activities and children at play throughout the session.
- The inspector spoke with children and staff throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals.
The inspector looked at the self-evaluation processes, policies and procedures and
- ensured appropriate suitability checks were in place for the safe and efficient running of the nursery.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Linda Shore

Full report

Information about the setting

Moorside Community Nursery was registered in 2013 on the Early Years Register. It is situated in Moorside Community Primary Academy, Skelmersdale, Lancashire and is managed by the academy. It operates from the nursery area and adjoining resource area shared with the reception class. There is a fully enclosed area available for outdoor play. The nursery supports children who speak English as an additional language. The nursery employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and has Early Years Professional Status, two hold an appropriate early years qualification at level 3 and one holds an early years qualification at level 2. It opens Monday to Friday, from 8.30am to 11.30am and from 12.15pm to 3.15pm, during term time with the option of full day sessions. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- continue to explore the possibilities for the excellent tracking system to be used to even more precisely, identify cohorts of children, including the very highest achievers to ensure they continue to make the best possible progress.

Inspection judgements

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

Strong leadership and high quality teaching ensure children make excellent progress across all areas of their learning and development in this bright and happy nursery. Before children begin at the nursery, staff work closely with parents and carers to develop an extremely good understanding of children's achievements, needs and preferences. Senior staff also meet with parents to highlight their emphasis on developing strong partnerships with parents. Staff prepare resources and workshops to share their outstanding practice with parents. Parents commend staff for all the additional support they offer to help them build upon their children's enthusiasm for learning. These strong and respectful partnerships with parents and other professionals significantly enhances all children's learning and in particular, those children with special educational needs and/or disabilities. Staff are constantly evaluating their practice and raising the quality of the education programmes they deliver for children of all ages. Building on the success of training on high quality questioning skills, staff immediately adapted their practice, developing children's problem solving skills through use of open-ended questions. Consequently, children benefit from excellent, purposeful interactions with all staff, who skilfully extend their learning at every opportunity. Children benefit directly from these initiatives as inspired staff pass on their excitement and interest in finding new ways to learn and achieve. Staff give children time and freedom to become deeply involved in activities,

which are accessible and open-ended and which challenge children's thinking. Children concentrate for long periods, persist through challenges and are proud of their achievements.

Staff provide innovative opportunities for children to experiment and discover as they learn about the world around them. Children explore the properties of water as they float their ducks down the guttering using the flow of water. Children think carefully before responding as staff skilfully question them during play, encouraging them to predict the outcome before they pour the water. Staff seamlessly integrate numbers and positional language into the activity. They talk about how fast the ducks move, identifying them by number and point out the 'lazy duck' who got stuck on the end. This expands children's vocabulary and provides them with the words they need to understand and describe what they see and do. Children who speak English as an additional language are very well supported through the use of technology, such as talking pens and the innovative contribution of older children and other parents to successfully reduce language barriers. Children enjoy the opportunity to plant, nurture, harvest and dig for worms. They think about what else plants need to grow as they water the garden, such as sunlight. Children have many opportunities to express themselves creatively and use their imagination as they dress-up as their favourite superhero or organise a birthday party complete with party hats.

Interesting and challenging opportunities meet the needs of all children who attend because staff know each child extremely well and have clear ideas about how to help them learn and develop. This results from staff's daily observations and reflections, extremely thorough record keeping and clear identification of next steps in children's progress. Staff facilitate a wide range of stimulating activities in and outdoors to engage children's interests. A rigorous assessment of what children can do is made in the first few weeks through significant contribution from parents and staff observation. This forms the baseline from which to plan for children's future development. Their planning brings together individual goals for each child in the nursery, surrounding every child with opportunities to learn and skilled staff to help them. Such rigorous, shared planning and assessment means that staff and parents are quick to identify when children excel or need more help in specific areas. Staff have a clear understanding of the progress check to be carried out for children between the ages of two and three, although, they do not currently care for children in this age range. Staff are quick to add on strategies to extend or boost individual children's skills, or support parents as they seek guidance from outside agencies. Consequently, all children make excellent progress in their learning and development. The new system for tracking children's progress as a whole gives managers a clear and precise overview of development across all areas of learning and quickly identifies areas of learning to target. So far, this has led to initiatives to extend children's literacy and numeracy skills even further. There is scope for this excellent system to be used to even more precisely to identify cohorts of children, including the very highest achievers, to ensure they continue to make the best possible progress. Children are extremely well-prepared for their next ventures at home and school.

Senior staff make excellent use of their recently designed induction procedure to ensure families settle happily and quickly into the nursery routines. Each child's key person is, therefore, in a better position to help them form secure emotional attachments and promote their independence and confidence to explore. Staff are acutely aware of children's individual needs and personalities and use this knowledge exceptionally well to ensure children feel secure, enabling them to make the most of learning experiences. For example, staff ensure children who need additional support to extend their social network are skilfully guided in activities with their close friends. The introduction of slightly larger groups as children gain confidence means they gradually extend their social skills and increase their interactions and learning opportunities. The key person closely targets children's development needs to ensure they are ready for the transition to school. Staff's investment of time is beginning to show benefits as children's self-esteem and independent problem solving skills rise across the nursery.

Staff are excellent role models for children as they consistently model clear expectations for good communication, cooperation and safekeeping. Behaviour is excellent across the nursery because children are taught to manage their own feelings and consider others very well. They learn to assess risk when playing and riding as they respond thoughtfully to gentle reminders from staff. Staff use daily play and routines to scaffold children's increasing ability to grow in independence. Children learn to wash and dry their hands and have a good understanding of cleanliness and hygiene. They learn to choose a healthy balance of fruit and carbohydrates and appropriately sized proportions at snack time. Children sit with staff at snack time and carry on animated conversations about children's home life making for a lively social routine. Staff help children learn how to dress appropriately when moving freely between in and outdoors. They learn to zip up their own coats and take responsibility for tidying up to ensure toys are ready for others to use. By the time children reach school age, they are not only emotionally extremely well-prepared for their next ventures, but also increasingly independent in the management of their personal needs.

Children spend vast amounts of time playing outside in the fresh air for exercise and exploration in all but the most extreme weather. Children move freely between inside and outdoors for much of the day as staff provide a wonderfully rich and varied learning environment in both areas. Ample and attractive spaces enable children to group together for big construction and obstacle course games or dig freely in soil and sand. Similarly, indoor rooms and outdoor corners offer soft, cushioned retreats for quiet chats, a rest or cuddle and a story. Children choose and easily access the activities and locations that interest them, with staff close at hand to observe, keep them safe and when appropriate, extend their ideas.

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

Senior managers take their responsibilities very seriously and implement robust procedures to meet the safeguarding and welfare requirements of the Early Years

Foundation Stage. The management team meticulously details and follows through systems for vetting, recruiting and inducting new staff. This helps to attract the most suitable candidates to work with young children. Regular staff supervisions, appraisals and astute and targeted programmes of professional development ensure staff remain suitable and highly skilled carers. Staff attend regular training in safeguarding and child protection with further items for discussion at staff meetings. This ensures that keeping children safe and healthy is the highest priority for all staff at all times. Systems to prevent unauthorised access are tight and staff have a procedure for checking visitors. Measures are in place to ensure that staff only release children to parent-approved individuals and all staff adhere to these. Staff and children rehearse emergency evacuation procedures on a regular basis so children learn to act quickly and without undue anxiety. Children's welfare and safety is the highest priority to all staff. Staff are well-deployed and work as an exceptionally efficient team. Ratios of staff to children are favourable, ensuring flexibility of care and times for individual teaching. This also means staff have ample time to complete children's files and plan to meet the needs of all children extremely well.

The nursery manager and her deputy have exceptionally high standards across all areas of the provision and ensure that staff rise to their example and expectations. Senior staff work closely with newer recruits to pursue excellence in all of their activities. The nursery team has an uncompromising, highly successful and well-documented drive to improve achievement for all children. The team constantly reflects on its practice, identifies ways to improve it, sets a timescale for doing so and achieves one improvement after another in rapid succession. As a result, the learning environment is now highly stimulating indoors and outdoors and staff are highly experienced and make excellent use of new and innovative ideas from training. The managers share these achievements with parents through high quality parent workshops and practical take-home activities. As intended, children benefit directly from this energetic drive to improve as their parents' link in with their learning experiences and share their ideas.

All senior staff have an excellent understanding of their responsibility to meet the learning and development requirements of the Early Years Foundation Stage. Managers monitor the delivery of education programmes diligently and routinely moderate tracking and assessment of children's progress to ensure accuracy. Detailed analysis of children's individual progress and trends across the nursery informs daily practice. Individuals, or groups of children who could achieve more, do so because staff identify better ways of supporting or teaching them promptly. Highly effective professional networks and partnership working ensures children have smooth and efficient pathways to support from external services. Optimal early intervention strategies help to close gaps and reduce delays in children's learning and development. This keeps children moving forward, helps to keep peer groups and friendships on track and better meets the needs of the whole family. The nursery has a clear and well-understood policy and procedures for assessing any risks to children's safety. Staff have current certification in first aid and fully equipped first-aid kits on hand. The nursery has clear policies and procedures for administering medicines, managing health and hygiene and caring for children who are ill while at the nursery. A highly effective key-person system ensures that all children benefit from the additional security and reassurance of staff, who know them extremely well and ensure they are fully prepared to move on to school.

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

Unique reference number	EY469409
Local authority	Lancashire
Inspection number	943668
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	34
Name of provider	Moorside CP Academy
Date of previous inspection	not applicable
Telephone number	01695722931

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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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