

# Moat House

Moat House School, 6 Lower Moat Close, STOCKPORT, Cheshire, SK4 1SZ

<b>Inspection date</b>	20/11/2014
Previous inspection date	Not Applicable

<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		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

- Practitioners have an excellent understanding of child development and how children learn. Their interactions with children are exemplarily and they skilfully support children to make rapid progress across the areas of learning.
- Safeguarding procedures are robust and all practitioners have an excellent understanding of child protection. Therefore, children are protected from harm
- Partnerships with parents and other professionals are extremely well-established. They are truly valued by practitioners and they all work together to significantly improve outcomes for children.
- Practitioners have successfully created a very stimulating and nurturing environment for babies. The activities and experiences provided for them are vibrant and capture their interests. Therefore, babies are inquisitive and motivated learners.
- Babies' health and well-being is a high priority. They play and learn in an exceptionally clean environment and practitioners have implemented extremely effective ways of ensuring importance messages, such as, weaning and dental health are successfully shared with parents.
- The leadership and management of the nursery is inspirational. They are clearly committed to continually improving the quality for babies and use self-evaluation effectively to drive improvements forward.

## 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 had a tour of the nursery and observed activities in the children's room.
- The inspector held a meeting with the manager and they completed a joint observation.
- The inspector checked evidence of the suitability and the qualifications of practitioners and some documentation, including the nursery's self-evaluation and policies.
- The inspector looked at children's development files and individual planning documents.
- The inspector talked to parents to ensure their views were included.

## Inspector

Karen McWilliam

## Full report

### Information about the setting

Moat House Nursery was registered in 2009 and is on the Early Years Register. It is situated in a purpose premises in the Heaton Norris area of Stockport and managed by the Governing Body. It operates from a dedicated area within Moat House School and there is an enclosed area available for outdoor play. The nursery employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The manager has achieved a childcare degree. The nursery opens Monday to Friday term-time only. Sessions are from 9.30am until 4pm and children attend for a variety of sessions. There are currently eight children attending in the early years age group.

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

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

- continue to enhance the already good outdoor area in order to improve even further the excellent learning experiences provided for children

## Inspection judgements

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

Practitioners have an excellent understanding of child development and how children learn. They are well-qualified, very experienced and translate their knowledge and expertise exceptionally well into practise. Practitioners challenge and extend children's learning extremely well across all areas of learning and across all ages and stages of development. Practitioners have extremely high expectations of themselves and the children, and the quality of teaching is consistently of a high standard. The nursery cares for babies and toddlers, and the activities and experiences that are provided for them are rich, vibrant and nurture their exploratory impulses. Prior to admission, practitioners obtain a wealth of information from parents regarding their baby. They use this information extremely well to support them while they are settling and to take their learning forward. Practitioners observe babies regularly and complete precise assessments to plan the next steps in their learning. They demonstrate a comprehensive knowledge of the babies and their families, and have implemented highly successful ways of involving parents in their child's learning and development, both within the nursery, and at home. For example, parents attend workshops, such as, weaning, bathing and baby massage and they also join in with the singing and sensory play activities with their children. In addition, practitioner's feedback to them daily and each parent has a weekly meeting with their child's key person to discuss their child's progress.

Practitioners understand the importance of supporting babies communication and language, physical and personal, social and emotional development and they promote these areas of learning extremely well. They are warm and responsive to babies' babble

and practitioners constantly talk to them. For instance, they explain what they are doing, and provide them with a running commentary. Babies gurgle and clearly show their delight when practitioners skilfully interact with them. Babies are highly motivated as they engage in an excellent range of activities that support their language development. They laugh as they watch the frog jumping up and down in a game while the practitioners count the hops and while they play peek-a-boo with them. Every opportunity is capitalised on to support and encourage their early conversations. For example, parents are welcome to share books with their child and practitioners sing and talk affectionately to them during nappy changes. Babies engage in an exceptional range of sensory activities. They kick and move their arms in pleasure as they explore tin foil and enjoy investigating and sharing the different objects and textures in the treasure baskets. In addition, a wide range of messy play is provided for them to explore and make marks in, such as paste, and jelly. Furthermore, babies enjoy activities where they fill and empty containers with pasta, sand and water. Experiences such as these ignite their curiosity and motivate them to learn. Parents are actively encouraged to take part in these activities with their children which demonstrates to them the value of these early experiences.

Babies physical development is fostered very well. They press buttons on cause and effect toys and they enjoy banging objects together to make sounds. Babies take part in tummy time and baby massage and have ample space to crawl and toddle, both indoors and out. Furthermore, practitioners provide an excellent range of resources that test and challenge their physical skills, such as, tunnels, climbing equipment and balls. Babies play and learn in a fully inclusive environment where they are truly valued for their individual uniqueness.

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

Babies are very happy, confident and leave their parents confidently upon arrival. They thrive in this calm and nurturing environment. Practitioners complete home visits when the babies are newly born and get to know them really well. As a result, relationships are well-established at all levels and babies form strong attachments to their key person and the other practitioners. Babies demonstrate they feel secure by babbling and smiling to practitioners and confidently exploring their room. Practitioners ensure the babies are very well prepared for the next stage in their learning by accompanying them on visits to new settings and by ensuring they have the confidence and skills needed.

Practitioners are excellent role models for babies. They are extremely calm and are always polite and courteous to them, their parents, visitors and each other. They set very high standards and help babies learn the importance of respecting themselves and others from a very young age. Practitioners constantly praise babies, which positively reinforces their behaviour. Babies also engage in lots of small, group activities that promote turn-taking and sharing, so that they gain the skills to make relationships and form strong friendships. Practitioners enable babies to take risks, such as, pulling themselves up and learning to balance, and are always on hand to ensure their safety while the babies persevere and master their new skills. Babies have access to a very stimulating environment. There are many unique areas for them to explore that capture their interests, such as, the sensory area, the black and white area and the natural area. These areas are all beautifully presented, well-maintained, accessible and very well resourced. This fully supports the

babies' care and learning needs.

The health and well-being of babies is a high priority within the nursery. They play and explore in an exceptionally clean and very well-organised environment. Although, the nursery does not provide the babies' dinners, practitioners discuss weaning and eating healthily with parents. For instance, each parent attends a weaning workshop where they make their baby's meals and discuss up-to-date information, such as, the right time to start weaning. Furthermore, they each receive resources, for example, a hand blender, bowl and feeder cup at the end of the workshop. In addition, dental health is also very well promoted and the nursery's health visitor holds a weekly baby clinic. This provides opportunities for parents to discuss any concerns they may have or provide them with reassurance that their baby is gaining weight and meeting expected milestones. These experiences ensure that excellent foundations are made for babies to lead healthy lifestyles and makes sure there is continuity of care at home and within the nursery. Independence is very well fostered for example, babies are encouraged to feed themselves and select from the wide range of resources. Babies have access to the outdoors where they benefit from regular exercise in the fresh air.

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

The leadership and management of the nursery are inspirational. Every practitioner is passionate about childcare and they each demonstrate a strong commitment to improving outcomes for babies and their families. Safeguarding children is an extremely high priority and central to all the activities and experiences provided. Each practitioner has an excellent understanding of their roles and responsibilities in protecting children from harm and as a result, babies are extremely safe. For example, recruitment procedures are robust, daily safety checks are thorough and all staff are well trained and demonstrate a secure knowledge of child protection.

The pursuit of excellence is clearly evident through discussions and the well-documented drive to continually improve the quality of the service they provide. The views of parents are clearly sought in their self-evaluation processes, which ensures their views are heard and valued when prioritising improvements. The leadership and management team and every practitioner share the same vision to significantly improve the life chances for the children and their families, and maintain the highest levels of achievement for each child in their care. Their knowledge of the learning and development requirements is exemplary, which ensures that each child's care and learning is tailored to meet their individual needs. All practitioners are qualified, experienced and have a well-targeted programme of professional development which ensures they continue to improve their already first rate practice. Supervisions, coaching and mentoring systems are embedded and ensure that any training attended by practitioners is successfully cascaded to the rest of the team to positively impact on the quality of teaching.

Partnerships with parents are worthy of dissemination to other providers. Parents are very complimentary about the practitioners, and the impact of their successful partnerships is clearly evident in the progress children make. Partnerships with other professionals are

also very well-established and contribute to the needs of babies being exceptionally well-met. Practitioners demonstrate a strong understanding of the importance of liaising with other settings when the time arrives for young children to move on to the next stage of their learning. This ensures that there is a complementary and consistent approach to their care and learning.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY397563
<b>Local authority</b>	Stockport
<b>Inspection number</b>	996070
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	12
<b>Number of children on roll</b>	8
<b>Name of provider</b>	Moat House School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0161 4299015

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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