

# Moreton Say Goslings Nursery

Moreton Say C of E School, Moreton Say, MARKET DRAYTON, Shropshire, TF9 3RS

<b>Inspection date</b>	02/12/2014
Previous inspection date	28/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Staff provide a broad range of interesting experiences to support children's curiosity and exploration. They help them to make good progress and to actively learn through playful teaching.
- Staff give good priority to keeping children safe and all managers and staff benefit from up-to-date child protection training to ensure safeguarding practices are effective.
- Successful strategies engage parents in their children's learning both in nursery and at home. This well-established partnership working results in swift action for those children who need additional support.
- A well-established and motivated staff team are effectively supported by the manager and senior leadership team. There is a clear drive and commitment to improving the achievement of all children.

### It is not yet outstanding because

- There are occasions throughout the day when staff do not always gain the full attention of the youngest children to involve them more fully in all activities.
- Staff do not always fully exploit opportunities for the older and more able children to consider concepts, such as, weight, capacity and measures during their play.

## 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 in the playroom.
- The inspector held a meeting with one of the directors and the manager and carried out a joint observation of an activity with the manager.  
The inspector looked at children's assessment records, planning documentation,
- action plans, the providers self-evaluation form, evidence of suitability of staff working within the nursery and a range of other documentation.
- The inspector also took account of the feedback from parents and carers spoken to on the day and parent satisfaction surveys.

## Inspector

Parm Sansoyer

## Full report

### Information about the setting

Moreton Say Goslings Nursery was registered in 2010. It operates from a purpose built classroom based within the grounds of Moreton Say Primary School in Market Drayton. It is managed by a sub-committee of the Moreton Say C of E Primary School's governing body. The nursery serves the local area and has strong links with the school. The nursery is accessible to all children and there is an enclosed area available for outdoor play. The nursery opens Monday to Friday during school term times. Sessions are from 9am until 11.30am and 12.30pm until 3pm with a lunch club service. Children attend for a variety of sessions. The nursery is registered on the Early Years Register. There are currently 27 children on roll in the early years age group. The nursery receives funding for the provision of free early education for two- three- and four-year-old children. It supports children with special educational needs and/or disabilities. The nursery employs five members of childcare staff. Of these, one holds Early Years Professional Status and the others hold an early years qualification at level 3. The nursery 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:

- plan more creatively for the learning needs of the youngest children to maintain their attention more fully, particularly during whole group story sessions and focused group activity time
- provide an even broader range of experiences for the older and more able children to consider concepts, such as, weight, capacity and measures during their play.

## Inspection judgements

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

The effective partnership working with parents and carers is a clear strength of the nursery. Staff place a strong focus on getting to know the children through working closely with parents and carers to establish children's interests, likes and starting points in learning. Regular and systematic tracking of children's progress results in the early identification of need for those children who require additional support. Therefore, children who have special educational needs and/or disabilities are supported effectively, and progress well towards the early learning goals, given their starting points. Staff use successful strategies to involve parents and carers in their children's learning. For example, there is good joined-up working, as parents are involved in regular reviews of their children's progress. They also contribute to the identification of targets for the next steps in their children's learning. Consequently, children make good progress from their

starting points and are well-prepared for school.

Teaching is good and the educational programmes provide interesting and enjoyable experiences for children. Each session is well planned and staff give children the opportunity to take extra responsibility and increase their self-care skills. For example, the two 'helpers' for the day are keen to prepare the fruit for snack and collect the cups and plates. Staff support the children's communication and language well. They provide good opportunities for children to share their news and socialise and chat with their friends. Children also have more structured opportunities to express their thoughts and share their ideas. For example, staff encourage children to 'plan and review'; this process provides children the opportunity at the start of the session to think about what they will play with and at the end of the session to review what they have been doing. Staff ask challenging questions to encourage children to think and they introduce new vocabulary, ideas and concepts during activities. Staff plan well for small group story and singing sessions and these are enjoyed by all the children, as they are often grouped according to age and ability. However, during whole-group story sessions and during the focused-group activity time staff do not always plan as creatively for the learning needs of the younger children, aged under two years. Consequently, staff do not always maintain their attention and involve them fully. Staff provide good opportunities to promote the children's physical development. The outdoor environment offers a rich range of experiences for children to freely explore, discover and be active. Children are supported well to use the outdoor resources to extend and test their physical skills, and they also have opportunities to use the school facilities for further physical activity.

The outdoor area is used well to promote the children's understanding of the natural world. For example, children explore and discover in the sensory area where they grow herbs, flowers and vegetables. Children learn how to use fresh produce, as they pick the apples from the tree, which they use to make apple crumble. Children are given meaningful first-hand experiences to learn about the natural world. For example, they have observed chicks hatching from eggs in the incubator; they have visited the local farm and often watch the cows giving birth in the local birthing field. Staff use these experiences well to extend children's learning. For example, by teaching children about where their food comes from and by looking at similarities and differences in the colour, pattern and texture of animal skin and fur. Children show a real interest in insects and confidently use magnifying glasses and bug collectors to look closely at them. There are strong links with the local community, which results in children accessing near-by places of interest and members of the community visiting the nursery. Children also learn about the wider world and about cultural and religious customs. Staff provide good opportunities for early literacy. Children have a varied range of opportunities to use writing items, such as, crayons, chalk and paint brushes. The environment is rich in print and children learn that print carries meaning. For example, children self-register on arrival, help complete the days of the week and month of the year and use symbols to show they have eaten their fruit. Staff skilfully introduce letters and sounds through fun activities, encouraging children to consider the initial sounds of words and to take part in listening games. Staff use the daily routine, computer and games to introduce children to early mathematical concepts. Consequently, children show an interest in problem solving, size, colour, shape and counting. Staff make these activities interesting and enjoyable. For example, children have created a simple graph of the birds they have seen over a period of time. Resources,

such as, measuring tapes, rulers, balancing scales and a metre wheel are made available for the children to use. However, the tracking of children's progress shows that they remain less confident in exploring weight, capacity and measures. Children have good opportunities to express their imagination and creativity, as they use paint and explore colour, design and texture and though a broad range of resources and activities.

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

The key-person system is used very well to give children the reassurance they need to feel safe and help staff build relationships with their parents and carers. Staff are sensitive to the needs of children and build positive relationships with them. For example, a strong focus is placed on children talking about how they feel and they easily tell staff about what makes them angry and happy. This results in children who have a sense of trust and close emotional relationships with their key person. Staff support the children's emotional well-being and meet their individual care needs well, as detailed information is collated, when children first start. Good collaborative working with the linked school results in children being well prepared for their move when the time comes. For example, children become familiar with the school environment and reception year teachers, as they share the same outdoor area, attend weekly story sessions and use the school facilities.

Toys and resources are of good quality and used well to meet planned goals in learning. An effective risk assessment is carried out to ensure any risks in the environment are minimised. Staff teach children about the importance of staying safe and the dangers when they take walks in the local area. Staff are consistent and positive in their approach to managing the children's behaviour. For example, a 'rule book' is used to encourage children to think about acceptable behaviour and to aid discussion about why rules are in place. Children also use sand timers to help them learn about taking turns.

Staff support children and their parents and carers well to learn about the importance of developing a healthy lifestyle. For example, they promote government initiatives to encourage eating healthily and carrying out regular exercise. Children benefit from a healthy snack of fresh fruit daily, and staff monitor what the children eat from their lunchboxes. All areas are kept clean and hygienic and accident and medication recording requirements are met to ensure the well-being of children.

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

Staff and managers are fully aware of the safeguarding policy and procedures to follow and the action to be taken in the event of an allegation made against a member of staff. Staff have a good understanding of the safeguarding policy and procedures and are able to identify the signs and symptoms of abuse to help secure children's welfare. There are effective recruitment, vetting and induction procedures in place to help secure children's safety. All the required records, policies and procedures are in place and up to date to help secure the children's safety and welfare.

The cycle of staff supervision and monitoring of staff practice results in the manager

placing a clear focus on improving the quality of teaching and experiences for children. Staff are actively encouraged to attend training to update their skills and knowledge to support the achievement of all children. The senior leadership team is very driven and provides good strategic direction to the manager and staff team. They use self-evaluation well to identify areas for further development and to monitor the educational programmes. Therefore, teaching is good and children benefit from a broad range of experiences, which help them make good progress.

Parents and carers report very high levels of satisfaction. They are particularly impressed with how happy their children are and the progress they make in readiness for school. They report how useful the 'book bags', and the 'nursery in the bag' resources are in helping them to support their children's learning at home. The display boards are informative and provide parents and carers with useful information about the policies, routine, snacks and activities on offer. They are kept well-informed about their children's learning and achievements. Staff liaise with other professionals working with individual children to support their care, learning and welfare.

## 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>	EY413221
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	874285
<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>	27
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Moreton Say C of E Primary School Governing Body
<b>Date of previous inspection</b>	28/06/2011
<b>Telephone number</b>	01630 639 555

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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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