

# Moorevilla Nursery

245 Midgeland Road, Blackpool, Lancashire, FY4 5HJ

<b>Inspection date</b>	18/12/2014
Previous inspection date	13/02/2014

<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		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

- The quality of teaching is good as staff effectively promote the children's learning and development through a variety of interesting and challenging activities. As a result, children make good progress as they are engaged and motivated in their play.
- Children develop secure emotional attachments with adults and progress well. This is as a result of good settling-in arrangements and continued close discussion with parents, including strong means of communication.
- Staff implement thorough safeguarding procedures to ensure children's safety and protection at all times.
- Children are confident in the nursery environment because they know what is expected of them. Consequently, they behave well and become independent characters who behave in a safe and responsible manner.

### It is not yet outstanding because

- Occasionally, staff do not use skilful questioning and allow enough time for children to respond, to enable them to further develop their critical thinking skills.
- Rich opportunities for children to see print, and learn about and use words and numbers, are not fully extended to the outdoor environment.

## 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 all playrooms and in the outside areas
- The inspector checked evidence of staff suitability, training certificates, policies and procedures, risk assessments, and the provider's self-evaluation
- The inspector spoke with the manager, area manager, staff and the children at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the parent questionnaire.

## Inspector

Jeanette Brookfield

## 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 14 members of childcare staff. Of these, 12 hold an appropriate early years qualification with one at level 4, nine 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 93 children on roll, of these 88 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 children who speak English as an additional language and children with special educational needs and/or disabilities.

### 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 critical thinking skills by, for example, making the most of every opportunity to skilfully question children throughout their activities, and using open-ended questions and by allowing enough time for children to respond
- increase the opportunities for children to see and use print and numbers in the outdoor environment, for example, by displaying numerals, names and signs and encouraging children to use them for a purpose in their play.

## Inspection judgements

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

The quality of teaching is good as staff fully understand how children learn. They use their effective methods for observing, assessing and tracking children's progress to plan good quality activities linked to their individual needs. This means that children are making at least good progress across all areas of their development, taking into account their starting points. Staff place a strong focus on the prime areas of learning and on preparing children for school which ensures they are well prepared for the next stage in their learning. As a result, children are keen, interested learners, who enjoy their time at this stimulating nursery. Staff observe children regularly and carry out consistent assessments, including the progress check for children between the age of two and three years. This means that staff target support where it is needed. Consequently, all children, including those with special educational needs and/or disabilities and those who speak English as an

additional language make good progress, and are well prepared for the next stage in their learning. Children's learning records are documented well maintained to a good standard and contain a wide range of information. These include samples of children's work and detailed observations. The files are accessible to parents, so that they find out about their child's learning and progress at nursery, and can also add comments about what their children have been doing at home. These strong and effective partnerships with parents make a significant contribution to meeting children's individual needs. Staff value parents' input and share information about how they can help support their child's learning through engaging in simple activities at home.

Children show good levels of independence and are comfortable within their surroundings as they are cared for in age-appropriate rooms. They have access to a good range of stimulating resources, which are easily accessible to enable them to make independent choices within their play. As a result, children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning and school. For example, staff teach children to share and take turns and cooperate with each other as they play. They demonstrate their learning as they play amicably together, cooperate with each other and swap resources. Children demonstrate the characteristics of effective learning by having a keen disposition. Children's communication and language development is supported effectively as staff engage in constant discussion; introduce new vocabulary and model language during their activities. However, occasionally, there are missed opportunities for staff to skilfully question children throughout their play and allow enough time for them to respond to further develop their critical thinking skills, because staff do not always ask open-ended questions or give children time to consider their answers. Children are given opportunities to listen and talk to each other for a variety of purposes to meet their individual development needs. For example, at snack and lunch times, staff sit with children and discuss what they will do at the weekend. Children who speak English as an additional language receive effective support to help them make good progress. Staff gather key vocabulary from parents and provide opportunities for children to develop their home language in play and learning. They use simple, visual prompts and gradually introduce new single words into the conversation. Babies and young toddlers thrive in their spacious, well-resourced environment, where they test out their confidence and build strong relationships with adults. Young children are provided with a wide selection of natural and sensory materials, which promotes their curiosity and interest in the world around them. The younger babies use the large floor space to test out their latest walking and crawling skills. They delight in the songs and rhymes sung by staff, often spontaneously, and they join in with gestures and movements. Babies' exploratory skills are further enhanced with a good range of resources, such as, musical instruments, mirrors, a range of wooden and metal objects, and different textured materials.

Children are developing a love of books, as they choose a favourite story and have a member of staff read to them. They are read to in exciting and varied tones of voice and are encouraged to join in with the repeated refrains of the story. A good amount of words and numbers are displayed, to show children how these are used in context. Pre-school children learn to recognise familiar words, such as, their names, through individually labelled coat pegs, by finding their name card to self-register as they arrive. However, there is scope to enhance children's early literacy development in the outdoor environment, in order to further support children who have a preference for outdoor

learning. Older children's mathematical understanding is extending because staff take every opportunity to count with them, for example, as they ensure there are enough cups at lunch time. They sing number rhymes and promote their awareness of shapes, colours, size and measurement. Children learn to operate technology as they play with the programmable toys. Children's physical development is supported well. They are encouraged to exercise in small group dance and movement sessions as they copy staff's actions and explore with musical instruments. Staff provide many opportunities to explore and use the outdoor environment. Children learn to measure risks as they consider how they will negotiate the obstacle course they have constructed with crates. Staff remain close to children as they stride and jump from crate to crate always waiting with a helping hand. Children exercise their small muscles through using a good variety of mark-making tools, such as crayons and pencils. This helps them develop the skills and dexterity necessary for early writing skills. As a result, children are well equipped with the skills they need for the next stage in their learning.

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

Key persons build successful relationships with parents and carers that enable them to fully support children's personal care needs. Staff are very proactive in gathering information from parents to find out everything of relevance, so that individual care plans can be initiated for each child. In addition, children make strong emotional attachments to their key person and other familiar adults, because their needs are consistently met and they feel secure. There are well-established systems to ensure children are prepared emotionally for making the move to the next room within the nursery and for their move to school. Children make regular settling-in visits to meet new staff, see their new room and experience different toys and activities. Parents are fully included in the process and as result, parents' and their children are very well supported in making new relationships, building self-confidence and managing their feelings.

Staff plan and provide an interesting environment for children. The resources are age and developmentally appropriate. They are suitably presented and children are able to select them for themselves. As a result, they develop the confidence to make decisions about what they want to do. Children regularly practise an emergency evacuation and learn how to use tools safely. This helps children behave in ways that are safe for themselves and others. Staff use effective strategies to help children develop their independence and learn new skills. For example, toddlers and older children work cooperatively together while each child serves their own meal. Babies are eager to feed themselves using spoons and they manage this very well. Staff are present to support with these tasks and sit with the children at the lunch tables, which further promotes children's social skills. Children are able to pour their own drinks without support if they are able, which further supports their self-care and independence. Staff offer lots of praise and encouragement, giving children the confidence to practise these skills under their close supervision. This effectively promotes their self-esteem and their social skills very well.

Children's health and well-being are promoted well. Staff actively promote the benefits of fresh air, exercise and healthy eating. For example, meals are freshly prepared each day and checked to ensure children's individual dietary needs are met effectively. As a result,

children learn how to eat healthily. Staff teach children about good hygiene practice through their daily routines. For example, children routinely wash their hands after using the toilet and before eating. This helps children learn to take responsibility of their own health and self-care. Children behave very well. They are very thoughtful and caring towards each other as they play and they share resources well. Staff manage children's behaviour consistently, and children receive praise and encouragement as they play. This helps children to become emotionally ready for their next stage in learning, such as school.

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

The nursery is led by a committed and enthusiastic management team as they endeavour to provide quality care and education for the children. Staff demonstrate a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. They fully understand their responsibilities to safeguard the children in their care and know the procedures to follow if they have any concerns. For example, staff can identify possible signs of abuse and neglect, including any concerning behaviour amongst their colleagues. They are fully aware of both internal and external reporting procedures, in order to ensure that concerns are passed on promptly to protect children. This is strengthened, for instance, by the regular monitoring of individual's ongoing suitability and the secure storage of mobile phones in the staff room. Staff monitor the entrance to the nursery, ensuring that all visitors to the premises are identified before being allowed access to the children. As a result, only known adults can gain access, supporting children's welfare. There are a good range of policies, procedures and records in place. This includes an attendance register and accident forms, which effectively support the safety of the children and the management of the nursery. Children's safety is further promoted as written risk assessments are completed and checks are carried out to ensure the indoor and outdoor environments are secure. There are good systems in place for recruitment, induction and vetting procedures to ensure children are cared for by suitably trained, experienced and qualified staff. For example, staff are required to complete relevant training in safeguarding and first aid.

The management team is responsible for monitoring the quality of teaching. Procedures for checking the observation, assessment and tracking of children's progress are in place. This means that the management team has a good overview of the progress children are making and ensure that planning reflects their individual needs. As a result, children are making at least good progress towards the early learning goals. This also enables staff to support children with identified needs and to meet their individual requirements. Staff show a good understanding of how children learn and develop. Monitoring is effective as staff are supported through regular supervisions and appraisals to further their professional development. Peer-on-peer supervision is now in place and this means that best practice is disseminated through the nursery. The management team are committed to supporting staff to increase their knowledge and understanding of childcare subjects. They do this by encouraging them to work towards qualifications and attend training courses. Staff recognise and acknowledge the positive impact attending training has on their practice, particularly in relation to enhancing the activities for children. Effective

arrangements to ensure the ongoing evaluation of the nursery are in place. Parents are invited to contribute to the self-evaluation process, for example, by using questionnaires, comments and general discussion. This allows the owner, management and staff to continue to identify and work on areas for improvement. They strive for continuous improvement to support children's achievements over time and develop the quality of their practice. The actions and recommendation made following the last inspection have been successfully addressed, which shows the provider has a good capacity to improve.

Staff have established good partnerships with parents to support children in their learning and development. Parents are well informed and are actively involved in the nursery as they receive daily verbal communication, daily or weekly diaries, regular newsletters and questionnaires to gain their views and opinions. There are attractive display boards throughout the nursery and parents have access to a good range of information within the entrance area. Parents are complimentary about the nursery and make comments, such as 'my child settled very quickly and is very happy'. Staff have also created positive relationships with other professionals. They liaise with speech and language therapists to support children's development as well as the local authority advisory team and teachers from local schools. These positive relationships all aid children to become ready for their next stage in learning.

### **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. 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>	EY252967
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	966067
<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>	93
<b>Name of provider</b>	Sarah Louise Sloane
<b>Date of previous inspection</b>	13/02/2014
<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.

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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