

Moors Farm Day Nursery

126 Loughborough Road, Hathern, LOUGHBOROUGH, Leicestershire, LE12 5JB



Inspection date

2 August 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The new management team is committed to providing a high-quality service. The team reflects well on the strengths of the nursery and any areas for development. Parents, children and staff are actively invited to share their views to inform improvements. Actions are successfully implemented, which ensures that the outcomes for children are good.
- Children play and learn in a very well-organised environment. Staff provide an extensive range of interestingly presented activities and resources. This creates an enjoyable and inspiring place where children are motivated to explore and learn.
- Staff work closely with parents when children first join the nursery. They find out what children enjoy, know and can do. Parents comment on the friendly staff who know their children well. They are kept well informed about their children's care, learning and development.
- Children form secure emotional attachments with staff. They settle quickly and demonstrate that they are happy, confident and secure.
- Staff use effective observation, assessment and planning methods. They find out what children know and provide challenging activities that support what they need to learn next. Staff are very responsive to, and build skilfully on children's interests and ideas. As a result, children make good progress.

It is not yet outstanding because:

- Arrangements for the mentoring and coaching of staff, to achieve consistently high-quality teaching throughout the nursery, are not yet fully embedded.
- When monitoring identifies gaps in learning, specific programmes of support are not always implemented swiftly enough to help children catch up as quickly as they could.

What the setting needs to do to improve further

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

- build on arrangements to observe, coach and mentor staff so that teaching is of a consistently high standard across the nursery
- make even better use of the information gathered from the monitoring of children's progress in order to ensure the swift implementation of specific programmes of support when needed.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector viewed all areas of the premises used by children.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She sampled documentation including children's online learning journals, staff supervision records, the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents, staff and children during the inspection and took account of their views.

Inspector

Claire Jenner

Inspection findings

Effectiveness of the leadership and management is good

Leaders and managers are ambitious and demonstrate high expectations of all staff. Self-evaluation is accurate and a clear development plan is in place to improve practice. Robust recruitment procedures ensure that all staff are suitable to work with children. The now stable and predominantly qualified staff group, work well together as a team. Safeguarding is effective. Staff understand their responsibility to protect children and know what to do if they are concerned about a child. Robust systems are in place to ensure that the nursery is safe and secure. Staff undertake daily, thorough checks of the premises and resources. They are vigilant, well deployed and adult-to-child ratios are well maintained. Children are safe and well cared for.

Quality of teaching, learning and assessment is good

Children make good progress in their learning and development. Overall, the quality of teaching is good. Staff provide enticingly presented and easily accessible resources, many of which are made from natural materials. Children of all ages have plenty of space to explore and chose what they want to play with. Babies crawl confidently from one activity to the next. They stop to explore the feel of flour on their hands and feet before moving on to investigate the sounds made by spoons on pots and pans. Older children enjoy being creative and using their imagination. Toddlers prepare, decorate and bake pretend glitter cakes in the role play oven. Pre-school children select different materials and tools and decide how they are going to cut, stick and create their own pieces of art work. Staff engage with children on their level and competently promote children's developing skills. They ask questions, listen and respond positively to children's ideas in order to extend their learning further.

Personal development, behaviour and welfare are good

The key-person system is effective. Staff take the time to get to know children and their families during the settling-in process. They offer a welcoming and inclusive learning environment. Children's behaviour is good. Staff provide clear, consistent and age-appropriate behavioural expectations. Children are encouraged to, and learn, to look after their own personal needs from the start. They wash their hands and faces and eagerly help with simple tasks, such as helping to tidy up after lunch. Children gain an awareness and understanding of peoples differences through activities and resources that reflect the wider world. Children have frequent opportunities to play outside in the fresh air. Meals are freshly prepared on the premises and are nutritious and balanced. Partnership working is securely in place and promotes well coordinated and effective strategies that support the good progress of all children.

Outcomes for children are good

Children of all ages are eager participants and demonstrate a desire to learn. Children are helped to develop good early literacy and numeracy skills. Older children begin to form recognisable letters and words with pens on white boards. During routines and activities children count, identify shapes and begin to solve simple sums. Children are developing important skills and are well prepared for the next stages of their learning and school.

Setting details

Unique reference number	EY487140
Local authority	Leicestershire
Inspection number	1007691
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	69
Number of children on roll	74
Name of registered person	Woodlands Day Nursery Ltd
Registered person unique reference number	RP520781
Date of previous inspection	Not applicable
Telephone number	01162607272

Moors Farm Day Nursery was registered in 2015 and is privately owned. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, fifty weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports those who have special educational needs or disability and children who speak English as an additional language.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

