

# Mossgate Day Nursery

Kingsway, Morecambe, LA3 2EE



<b>Inspection date</b>	2 August 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Managers and leaders aspire to improve. They empower the whole staff team to adopt an ethos that places children at the centre of everything they do. Detailed development plans are very clearly focused on helping to ensure that children have access to good quality care and learning opportunities.
- Key persons are fully responsive to children's needs. Current interests are carefully considered and used to create inspiring environments that support children's transitions into the nursery and ignite their passion and desire to learn.
- The well-qualified staff use the information from their accurate observations and assessments of children's learning to plan activities that are centred around children's next steps and interests. This contributes towards all children making good progress.
- Staff act as good role models. They continually encourage children to share, take turns and to show care and consideration for others. Effective strategies that recognise and celebrate children's efforts and skills. This contributes towards children adopting positive and respectful behaviour.
- Partnerships with parents are good. Staff keep parents informed of their children's progress at every opportunity. They use effective strategies, such as home links and the lending library, to help parents extend children's learning at home. The staff team values the feedback they receive from parents and actively use this to drive improvement.

### It is not yet outstanding because:

- On occasions, staff step in too quickly and do not provide enough opportunities for children to freely explore and express their own ideas and preferences during play.
- Professional development opportunities are not yet highly focused on raising the quality of teaching to the highest levels.

## What the setting needs to do to improve further

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

- identify more precisely when to intervene and move play on, so that children have more opportunities to freely explore and express their own ideas and preferences during play
- provide more highly focused professional development opportunities for staff and enhance teaching practice to highest levels.

### Inspection activities

- The inspector had a tour the nursery.
- The inspector examined a range of documents. These included, evidence of suitability, policies and procedures, health and safety documents, children's observation and assessment records, self-evaluation documents and records of staff qualifications and training.
- The inspector observed children both indoors and outside.
- The inspector conducted a joint observation with the future manager during a planned activity.
- The inspector held discussions with the special educational needs coordinator, the manager, the staff development coordinator, the staff and children during the inspection.
- The inspector took account of the views from parents spoken to on the day of the inspection and from comments noted on recent feedback forms.

### Inspector

Charlotte Bowe

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have a good knowledge of all procedures to follow to protect a child's welfare. Children's safety is highly regarded. Effective arrangements are in place for the accurate recording of children's specific needs, such as allergies and medical needs. Staff's good knowledge of first-aid procedures and effective staff deployment help to ensure that children remain in safe hands. Recruitment procedures are robust and ensure that staff are skilled and suitable for their role. Managers and leaders invest in staff. For example, new staff are assigned a mentor to help them become confident and competent in their role. Regular supervisions set clear targets for improvement. Staff work together very well. They draw upon each other's strengths during valued activities, such as peer observations, and use this to enhance their skills. Children's progress is monitored well to swiftly identify and support any gaps in learning.

### Quality of teaching, learning and assessment is good

Activities are challenging and fun. They build on what children already know. Children take an active role in caring for living things, such as Jo-Jo the tortoise. Staff's good use of questions helps children to develop a good understanding of how to keep themselves and others safe. Children show care and consideration when using their quiet voices to wake the tortoise up. Staff extend children's learning well. For example, they encourage children to observe where the tortoise is placed to help them develop good use of positional language. Staff encourage children to share their good knowledge of prehistoric animals with others. Children eagerly talk about dinosaurs living millions and millions of years ago and learn from staff that information and facts can be retrieved from books.

### Personal development, behaviour and welfare are good

Key persons form secure attachments with children. Their continued monitoring of children's well-being and involvement helps to ensure that children are happy, settled and assured during their day. Children are highly valued. Special events, such as a new baby, are celebrated well. For example, staff invite parents and new siblings into the setting to talk to children and create a baby clinic in the role-play area to support this change. Children enjoy the responsibility of carrying out small tasks, such as becoming the lunch helper, to develop independence. Staff provide a good range of experiences to promote children's good health. For example, children enjoy moving in a variety of ways during their funky monkey sessions. Good links are formed with local schools. Staff seek their expectations and use these a key focus to support and prepare children for their move.

### Outcomes for children are good

All children make good progress. Children thrive in an environment where they feel confident and assured. They are motivated learners who show a clear desire to socialise with others. They quickly adopt customs and routines, such as lining up and attending to their own personal care needs, in preparation for their move to school. Staff's sharp focus on supporting communication and language skills contributes towards ensuring that all children, including those who speak English as an additional language become good communicators. This prepares children well for their next stages in learning.

## Setting details

<b>Unique reference number</b>	EY493875
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1032852
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	60
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Mossgate Day Nursery Ltd
<b>Registered person unique reference number</b>	RP908080
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01524 874540

Mossgate Day Nursery was registered in 2015. The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at levels 2, 3, 5 and 6, including the manager with early years professional status. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language.

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