

Moonstone Day Care

24 High Street, Erdington, BIRMINGHAM, B23 6RH



Inspection date

6 September 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 leadership and management team, together with a dedicated practitioner team, shows a strong commitment to improving outcomes for all children. They have high expectations for all children and have systems in place to evaluate all aspects of the provision to inform continuous improvement.
- Practitioners work very well as a team and they are good role models. They have a lovely rapport with the children and speak to them in a calm and respectful manner. They teach children to understand how to manage their own behaviour, make friends and understand the needs of others.
- Practitioners recognise the uniqueness of each child and the good key-person system enhances relationships with children and their families very effectively. Children develop a strong sense of security and build trusting relationships with practitioners. This helps them to feel safe and secure and supports their emotional well-being very successfully.
- The quality of teaching is good. Effective observation, planning and assessment provide a clear picture of children's good progress and their next steps in learning. Practitioners plan a broad range of activities to promote children's learning and development linked to their interests and ideas.
- Partnerships with parents, schools, agencies and other providers are good and make a strong contribution to meeting children's needs. This ensures continuity in care and meets children's needs effectively.

It is not yet outstanding because:

- Although practitioners successfully enable all children to make choices about their play and learning indoors, there are fewer opportunities for them to choose when they would like to spend time outdoors.
- The views of parents and children are not included in the evaluation of the provision.

What the setting needs to do to improve further

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

- find more ways to enable the learning and engagement of children who prefer to play in the outdoor area
- include the views of parents and children in the evaluation process, in order to help identify further ways to improve the overall quality of the provision.

Inspection activities

- The inspector had a tour of the nursery and outdoor area with the manager.
- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector spoke to practitioners and children at appropriate times during the inspection. She held a meeting with the provider, manager and deputy manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of policies and children's learning and development records. She also looked at the nursery's self-evaluation.
- The inspector checked evidence of the suitability and qualifications of practitioners.
- The inspector took account of the views of parents spoken to on the day of the inspection and those views recorded in questionnaires.

Inspector

Jackie Nation

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. This is evident through good practices that successfully promote children's well-being and safety. Practitioners undertake relevant training and are clear about their role in keeping children safe. The well-qualified practitioner team has a good knowledge of how children learn and develop. The quality of teaching and learning is frequently assessed and any gaps in learning are quickly identified and planned for. There are good professional development opportunities, which means that practitioners keep their knowledge and skills updated. Parents are provided with regular updates about how well their children are progressing. They speak very positively about the provision and comment on the good progress their children make in developing their speech, language and confidence.

Quality of teaching, learning and assessment is good

Children are happy, self-assured and confident learners who enjoy their time at this welcoming nursery. Practitioners know children well and include their interests into individual planning. This supports all children to enjoy their learning. Practitioners use good teaching strategies to engage children in learning through play. For example, during discussions with children they question, show, suggest and explain, which successfully builds on children's thinking and language skills. Older children are confident speakers who express their needs well and happily share what they know and can do. They enjoy drawing pictures and talking about people who are special to them. All children enjoy engaging in sensory play and investigate a wide range of resources, such as shaving foam and paint. Younger children particularly enjoy time spent in the mud kitchen outdoors, using their fingers for counting and building with blocks.

Personal development, behaviour and welfare are good

Children's health and physical development are given high priority and they are helped to adopt a healthy lifestyle. They enjoy well-balanced meals and healthy snacks. Children visit the park and explore the local area. This time also provides them with the opportunity to learn about their local community. Babies and younger children develop their curiosity and interests as they actively explore the resources in their rooms. Children's behaviour is good. The enthusiastic and caring practitioner team gives children plenty of attention and praise. Children begin to learn about their own safety. For example, they learn how to keep safe when crossing the road.

Outcomes for children are good

Children develop the skills they need for their next stage in learning and school. They develop good literacy and mathematical skills. All children enjoy listening to stories in the outdoor story shed and join in as they sing songs. Children write their name and confidently recognise numbers, use shape names and identify objects by size. Children gain good independence skills. They serve themselves to lunch and put on their own shoes.

Setting details

Unique reference number	EY479583
Local authority	Birmingham
Inspection number	997258
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	37
Number of children on roll	55
Name of registered person	Moonstone Day Care Limited
Registered person unique reference number	RP901777
Date of previous inspection	Not applicable
Telephone number	07801260001 and 01213507942

Moonstone Day Care was registered in 2014. The nursery employs 15 practitioners, 14 of whom hold appropriate early years qualifications at level 2 to level 6, including one who holds early years practitioner status. The nursery opens Monday to Friday all year round, from 7.30am until 6pm. It provides funded early education for two-, three-, and four-year-old children.

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

