

Moorevilla Nursery

245 Midgeland Road, Blackpool, Lancashire, FY4 5HJ



Inspection date	15 January 2018
Previous inspection date	18 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 staff reflect regularly and have a strong drive to continually improve the quality of service they offer to families. They seek the views of parents and children when planning future changes to the nursery.
- Staff organise the environment and resources well to help children develop their learning and skills. For example, babies have opportunities to become more mobile and enjoy sensory activities that support their physical development well. Older children are encouraged to try out their ideas and solve simple problems as they play.
- Staff use their accurate assessments of children's progress well to plan a range of activities that ensures all children make good progress.
- Children are confident, happy and settle quickly. They form close bonds with kind and caring staff who know them well. Children receive individual care and support, helping them to feel safe and secure.
- Staff are committed to working in partnership with a range of other professionals to ensure that the needs of all children are well met.

It is not yet outstanding because:

- Recently introduced strategies to support parents in providing more detailed information about what their child can do at home have not been fully developed.
- Occasionally, staff working with older children do not model the correct pronunciation of the sounds that letters represent to help develop their early literacy skills further.

What the setting needs to do to improve further

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

- strengthen the already good partnerships established with parents and build on the methods in place to support all parents in sharing detailed information effectively about their child's learning at home
- support staff working with older children to consistently pronounce the sounds that letters represent in words accurately to help develop their early literacy skills further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to staff and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the area manager and the deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and considered their views in written form.

Inspector

Denise Farrington

Inspection findings

Effectiveness of the leadership and management is good

The management team closely monitors staff in their role. They provide a range of supervision, coaching and mentoring opportunities. Managers observe staff as they work with children and meet with them to discuss aspects of their role. They carefully target the further training and professional development for staff. This helps staff to develop their knowledge and skills further. The arrangements for safeguarding are effective. Staff have a secure understanding of their responsibilities to protect children and report any concerns regarding children's welfare. Robust recruitment and induction procedures are in place to ensure that staff working with children are suitable to do so. Staff complete robust risk assessments to promote children's safety. The manager deploys staff carefully to ensure that the correct adult-to-child ratios are met.

Quality of teaching, learning and assessment is good

Staff track children's progress and quickly identify any gaps in their learning and development. They implement plans to ensure all children receive the support they need to make good progress. Staff support children's developing social, communication and physical skills well. For example, staff working with babies introduce words, such as 'freezing', to describe the large blocks of ice that children explore. These help to develop babies' communication skills. Older children are taught to count and understand the different values numbers represent. Staff develop children's understanding of mathematical ideas and language effectively. For example, when building with blocks, children are encouraged to estimate how many blocks will be needed to build a tower taller than that of their friend.

Personal development, behaviour and welfare are good

Staff create a warm and inclusive environment. They are effective role models who provide children with clear boundaries so that they know what is expected of them. Staff are on hand to praise children for their achievements, helping to raise their self-esteem. Children have daily opportunities to be active and develop secure physical skills as well as understanding the importance of exercise on their health. Staff have good hygienic practices to protect young children's health. They ensure that children understand the importance of washing their hands before they eat. Staff provide a range of healthy and nutritious meals and snacks. Children are taught to recognise and respect the differences between themselves and others.

Outcomes for children are good

Children are confident and active learners. They make choices about what they would like to play with. Younger children enthusiastically explore the activities available and learn to share and take turns. Older children learn how they can work with others to manage a task more easily. Children become confident communicators and play imaginatively and creatively. Older children delight in acting out experiences, such as a visit to the vets, in their role play. All children are well prepared for the next stage in their learning.

Setting details

Unique reference number	EY252967
Local authority	Blackpool
Inspection number	1104049
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 - 4
Total number of places	119
Number of children on roll	110
Name of registered person	Sarah Louise Sloane
Registered person unique reference number	RP513653
Date of previous inspection	18 December 2014
Telephone number	01253 760610

Moorevilla Nursery registered in 2003. The nursery employs 20 members of childcare staff. Of these, 14 hold an appropriate early years qualification with one at level 5, one at level 4, eight at level 3 and four at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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