

# Moonbeams At St Cuthberts



St Cuthberts Rc Primary School, Victoria Road, Carlisle, CA1 2UE

## Inspection date

18 June 2018

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is requires improvement. It is not yet good because:

- Not all staff receive full induction upon starting at the nursery, to ensure that they are aware of their role and responsibilities, and the expectations of their practice.
- Staff do not receive the supervision, coaching and training that they need to be effective in identifying and meeting all children's needs. As a result, teaching is variable and methods of observation, assessment and planning are not well embedded.
- Monitoring of children's progress is not implemented consistently. It does not yet provide the manager with a detailed account of the progress individual children make over time, neither does it include different groups of children.
- The environment does not currently enable babies and young children to explore freely.

### It has the following strengths

- Staff promote a shared approach to children's learning and value working in partnership with parents and other professionals. Parents are encouraged to share what they know about their children's development at home, particularly when they first start. Staff prepare progress information to be shared with the schools children move on to.
- Children behave well. They follow instructions from staff and happily cooperate with the routine, such as putting toys away at the end of the session.
- Diversity is embedded into everyday practice. Staff draw upon examples of their own lives, those of the children and events happening in the wider world. Children enjoy learning French and exploring the languages of their peers.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that all staff receive induction training to help them understand their roles and responsibilities</li> </ul>	18/07/2018
<ul style="list-style-type: none"> <li>■ implement systems for the supervision of staff and provide good-quality support, coaching and training to ensure that they have the appropriate skills, knowledge and understanding they need to deliver high-quality learning experiences for all children</li> </ul>	18/07/2018
<ul style="list-style-type: none"> <li>■ implement methods for monitoring children's progress and use this to gain an accurate understanding of the progress made by individual and groups of children.</li> </ul>	18/07/2018

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

- ensure that staff's observations of children's learning are regular, precise and used effectively to plan for their next steps in their individual learning so that they make good progress
- create an environment that better promotes babies and young children's explorations and natural curiosity.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, during play inside and outside.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the nursery manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

**Inspector**  
Katie Sparrow

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The manager and staff have a firm understanding of safeguarding issues and the procedures to follow in the event of any concerns. The premises are safe, secure and subject to ongoing risk assessment. Staff supervise children well, further promoting their safety. Monitoring across the nursery is limited. All staff are qualified and there are some arrangements in place for staff induction and supervision, coaching and training. However, this has not succeeded in embedding staff's knowledge and understanding of their role and raising the quality of teaching. There is also limited monitoring of children's progress, to swiftly identify emerging gaps and provide support where needed. Although action plans are in their infancy, the manager is able to identify where she needs to improve and demonstrates the drive and commitment to make the necessary improvements.

### Quality of teaching, learning and assessment requires improvement

Staff make observations of children during play, however these are not always sufficiently in depth enough to provide staff with a full understanding of children's level of achievement. As a result, some assessments are not accurate and planning is not always fully informed. Some staff support children's learning well and provide a good level of challenge. For example, outside children thoroughly enjoy play in the mud kitchen. Staff join in enthusiastically and act as good role models as they pretend to make their own mud cakes alongside the children. They use a good narrative and carefully describe their actions, promoting children's communication and language skills. Babies natural curiosity is sometimes hindered as staff have not fully considered the physical environment and the opportunities for babies to explore freely. Children who speak English as an additional language are supported and develop their English skills well.

### Personal development, behaviour and welfare require improvement

Children enjoy imaginative play and dressing up as doctors. They use the available role-play items to check one another's ears, take their temperature and listen to their heartbeats. Children enjoy healthy snacks and meals, and wash their hands as part of the routine. These opportunities help children to learn about healthy lifestyles. Most children arrive happy and show signs they feel safe. Unsettled children are comforted, reassured and easily distracted with activities and known interests. However, staff do not always successfully extend children's learning.

### Outcomes for children require improvement

Children are independent and develop the basic skills and attributes for school. They listen for a length of time and learn to play as part of a group. Children make marks in a variety of ways and develop an interest in books as they enjoy time in the large, well-equipped book corner. Children learn to use technology-based resources and babies and younger children enjoy exploring with musical instruments. However, some children are not making consistently good progress.

## Setting details

<b>Unique reference number</b>	EY548579
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	1137801
<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>	1 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Laura Anne Ward
<b>Registered person unique reference number</b>	RP548578
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07551671522

Moonbeams At St Cuthberts registered in 2017. The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The pre-school provides early education for two-, three-, and four-year-old children.

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