

# Moat Barn Nursery

Hasketon, WOODBRIDGE, Suffolk IP13 6JW



<b>Inspection date</b>	17 August 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection: Previous inspection:</b>	<b>Outstanding</b>	<b>1</b>
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### The provision is outstanding

- The dedicated manager strives to provide the highest levels of care and learning for all children. The staff team works extremely well together to ensure that each child receives highly effective early education that is tailored to their individual needs.
- The outside environment is inspirational. Children show the highest levels of engagement as they find out about the world around them. For example, they explore the wooded area, investigate in the mud kitchen, search for mini-beasts and create willow necklaces.
- Partnerships with parents are excellent. Parents are thrilled with the service the nursery provides. They get detailed information from staff about their child's progress and appreciate the many ideas they are given to continue their child's learning at home.
- Children make rapid progress across all areas of learning. They quickly develop their communication and language skills, and talk very well for their ages. Staff are very skilled at helping babies to verbalise their feelings and non-verbal communication.
- The monitoring of children's learning is detailed and robust. The manager carries out accurate evaluations of children's progress and swiftly highlights any areas where groups or individual children need extra support.
- The key-person system provides children with high levels of support for their emotional well-being. Parents report that children quickly settle into the nursery and develop very close bonds with their key worker and other staff.
- Children's families have a wealth of opportunities to become involved with their child's education. For example, staff invite children to 'rustle up a relative' where family members can spend time with their child at nursery and share in their learning.

## What the setting needs to do to improve further

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

- continue with plans to sustain the excellent quality of teaching and optimum levels of challenge in children's learning.

### Inspection activities

- The inspector observed a range of activities inside and outside, and assessed the impact these have on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a range of documentation, including children's individual learning records, and the safeguarding policy and procedures.
- The inspector spoke to children and parents to obtain their views. She also looked at written feedback provided by parents who were unable to attend on the day of inspection.
- The inspector held meetings with the manager and deputy to discuss safeguarding, the quality of teaching and learning, and discuss ongoing plans for improvement.

**Inspector**  
Helen Hyett

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. All staff attend safeguarding training and demonstrate a robust knowledge of the signs of abuse. They talk confidently about the swift action they would take if they have concerns about a child's welfare. Staff receive focused supervisory meetings from the manager, where they receive detailed feedback on their practice. Staff access a wide range of training, which is carefully tailored to help them enhance the learning and care of the children they work with. Senior staff quickly identify any gaps in children's learning and plan effective ways to help them catch up. Staff work with parents to make swift referrals to other professionals to help children get the support they require. The manager accurately evaluates the quality of the nursery and has plans in place to sustain the excellent teaching and high levels of challenge for all children.

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

The skilled staff make detailed and accurate assessments of children as they play. They use this knowledge very well to plan highly motivating activities to support children's rapid progress. Staff provide children of all ages with free access to the outdoors. They encourage children to explore, gain new skills and take risks to succeed. Staff demonstrate how to cut willow branches for weaving and teach children how to safely use the rope swing. Children are highly motivated, such as when they enthusiastically search for mini-beasts in the spacious woodland area. Toddlers show high levels of concentration. They become engrossed in play, such as when they excitedly explore quantities. For example, they mix sand and water, and fill containers with mud. Pre-school children problem solve, for example, as they work out how to transport water while spontaneously taking turns with their friends.

### Personal development, behaviour and welfare are outstanding

The well-qualified staff place a strong emphasis on promoting children's self-care skills. Babies are taught how to use cutlery to feed themselves and do this with confidence. Toddlers show high levels of independence, for example, as they make decisions about what they want to eat and carefully spread hummus on their crackers. Children learn about staying healthy, for instance, as they brush their teeth after meals. Staff work extremely well with parents to support consistent routines at home and nursery, such as for sleep times and potty training. Children's behaviour is excellent. Staff have very high expectations of children and teach them to follow boundaries and respect others. Older children learn how to take responsibly as they carefully assess their own risks.

### Outcomes for children are outstanding

Children are extremely well prepared for school. Parents talk about the 'phenomenal progress' their children make. Older children learn to link letters and sounds, and are able to identify letters in their names. They confidently count, problem solve and explore quantities as they play. Babies quickly learn new words and are very able to communicate their wants and needs. They use their senses to explore the texture of paint and the marks they make. Toddlers develop a love of books and have lots of opportunities to practice early writing skills. Children of all ages show very high levels of curiosity, motivation and engagement in their play and learning.

## Setting details

<b>Unique reference number</b>	EY501515
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10067350
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	76
<b>Number of children on roll</b>	134
<b>Name of registered person</b>	Moat Barn Nursery Limited
<b>Registered person unique reference number</b>	RP911029
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01473738282

Moat Barn Nursery was re-registered in 2016 following a change in legal entity. The nursery employs 26 members of childcare staff. Of these, 21 staff hold appropriate early years qualifications at level 3 or above. The manager holds early years professional status and one other member of staff holds early years teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery also provides a holiday club during the school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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