

# Mossgate Day Nursery

Kingsway, Morecambe LA3 2EE



<b>Inspection date</b>	18 February 2019
Previous inspection date	29 May 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
Effectiveness of 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

- Leaders and staff reflect on and evaluate their practice. For example, they carry out audits covering all aspects of safeguarding. They identify areas for improvement and review their policies and procedures as a result.
- Children with special educational needs and/or disabilities are extremely well supported. Staff build warm and caring relationships with children and their families.
- Staff manage children's behaviour in appropriate ways. They devise golden rules to ensure children know what is expected of them. Additionally, staff use smiley face cards and 'kind leaves' to help reinforce positive behaviour and support children's personal, social and emotional development. As a result, children's behaviour is good.
- Leaders involve parents in various ways. For example, they gather their views through questionnaires and 'question of the month'. They invite parents into the nursery for stay-and-play sessions. In addition, staff share information with parents in various ways, including through informal conversations, social media posts and by sending regular newsletters.
- Parents speak positively about the nursery and the staff team. They say that their children have made good progress and have become more confident, which has prepared them well for starting school.
- On occasion, staff do not provide highly challenging learning experiences for older children in order to support them to achieve at the highest possible level.
- Although staff demonstrate good hygiene practice and provide children with a healthy range of meals and snacks and lots of opportunities to be physically active, they do not fully extend children's understanding of how these contribute towards good health.

## What the setting needs to do to improve further

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

- support staff to devise more challenging learning experiences to help older children to make even more progress
- provide more opportunities for children to extend their awareness of how healthy food, exercise and good hygiene practice contribute towards good health.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke with staff and children and held a meeting with the manager.
- The inspector looked at relevant documentation, including evidence of the suitability of staff and safeguarding policies.
- The inspector spoke with parents and took account of their views and opinions.

### Inspector

Paula Graves

## Inspection findings

### Effectiveness of leadership and management is good

Leaders provide a clean, safe and welcoming environment. They follow recruitment procedures to ensure the suitability of staff. Induction procedures are robust. As a result, new staff are supported to understand their roles and responsibilities. Staff are supported through effective monitoring and supervision processes. Leaders provide training to develop the staff team's skills and knowledge. For example, staff have received updated safeguarding training and online safety training. Safeguarding is effective. Staff have a good knowledge of the signs and symptoms of abuse. They know what to do should they have concerns about a child. The manager completes detailed risk assessments on all areas used by the children and takes action to minimise risks.

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

The key-person system is effective and staff know their key children well. Staff encourage parents to contribute to assessments of children's starting points. Staff regularly observe and assess children's learning and development and monitor the good progress they make. Staff teach children basic skills well. They support children's language development. For example, they sing traditional rhymes with children and read stories with them. Additionally, staff encourage all children to use simple sign language. Staff support children's mathematical development. For example, they encourage children to think about who is sitting next to, in front of and behind them during group activities. Staff encourage children to recognise their feelings and emotions. For example, they encourage children to think about what makes them happy or sad. Children talk confidently in a group and share their experiences.

### Personal development, behaviour and welfare are good

Staff are good role models for children. They consistently encourage children to use good manners. Staff encourage children to manage their own independence. For example, they encourage them to wash and dry their hands, pour their own drinks and eat their meals. Staff encourage children to develop good physical skills in various ways. For example, children take part in enjoyable and exciting dance sessions and daily yoga activities. Additionally, children enjoy making movements, such as wiggling and clicking their fingers to the 'funky monkey' song. Staff also encourage children to develop their small-muscle skills. For example, children use tweezers to pick up various materials, such as pompoms and coloured paper. Children choose freely where they would like to play, which helps to support children who prefer to play outside.

### Outcomes for children are good

Children make good progress from their starting points and are well prepared for the next stages in their learning, including when they go to school. The nursery employs an experienced special educational needs coordinator who supports staff and children in the nursery. She provides targeted support to improve outcomes for children. Staff make good use of routine activities to help children to develop good mathematical skills. Staff encourage children to count how many children are in the line and how many children are sitting for lunch. Staff also encourage children to make marks on the chalk board outside, which helps to support children's early writing skills.

## Setting details

<b>Unique reference number</b>	EY493875
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10084988
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	58
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Mossgate Day Nursery Ltd
<b>Registered person unique reference number</b>	RP908080
<b>Date of previous inspection</b>	29 May 2018
<b>Telephone number</b>	01524 874540

Mossgate Day Nursery registered in 2015. The nursery employs 12 members of childcare staff. Of these, all hold appropriate early years qualifications at levels 2, 3, 5 or 6, including the provider, who has early years professional status. The nursery opens from Monday to Friday all year round, except for bank holidays. It is open from 8.30am to 5pm. The nursery provides funded early education for two-, three- and four-year-old children.

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