

Inspection of Moorwell Miracles Children's Day Nursery

46b Newdown Road, SCUNTHORPE, South Humberside DN17 2TX

Inspection date: 10 October 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

The manager and staff skilfully and quickly identify children with special educational needs and/or disabilities. They work closely with parents and outside agencies to ensure children receive the additional support they require to meet their individual needs. This successful approach, alongside funding being spent wisely, helps to close any gaps in children's learning. For example, the introduction of visual aids, including sand timers, helps children to begin to learn how to wait patiently for their turn. This supports children's good behaviour. Staff also use props, including puppets, with younger children and those children who are more reluctant to talk. This promotes and encourages their early communication and language skills.

Children's all-round development is promoted as they engage in a wide range of outdoor play opportunities. Babies have their own separate play area where they safely explore and investigate. Older children's physical skills develop as they learn to balance on climbing equipment and planks of wood. They have fun riding scooters and bicycles, learning to safely negotiate space as they ride around other children playing. Children are encouraged to learn how to safely climb up the slide and to slide down feet first so that they do not injure themselves. Children use their imagination and creativity as they explore paint and paint pictures.

What does the early years setting do well and what does it need to do better?

- The management team set high expectations for staff to adhere to as they are committed to the continued development of the nursery. Staff practice is regularly reviewed, monitored and evaluated through clear supervision and performance management. Management utilise information gained to identify each staff member's future training needs. This helps staff to maintain good quality teaching, overall.
- Parents express how happy they are with the care and learning their children receive. They confirm that their children are happy and settled within the nursery. They explain how they are kept well informed about their children's progress and development through ongoing discussions and regular parents' evenings.
- Parents are invited in to complete the progress check for children aged between two and three years. This takes place with the child's key person and a member of the health visiting team. This effective partnership working ensures any child in need of additional support is identified quickly so that relevant support can be obtained.
- Children benefit from care and attention to meet their individual needs. Staff provide reassurance and cuddles when children become upset, which helps children to feel emotionally secure. Children are encouraged to develop good

social skills. They learn to form friendships with their peers as they begin to socialise and play cooperatively together.

- Sometimes, during activities, staff ask children questions in quick succession. At other times, they provide children with the answers without giving them enough time to process the question being asked. Children are, therefore, not always able to formulate their own response or to share their knowledge.
- Staff continually plan activities which follow children's interests. In each room, they also specifically focus on two or three key children's learning each week. Staff target these children during their chosen week, focusing on their learning and development. Focus packs are sent home, encouraging parents to share up-to-date information about children's current interests and knowledge. This helps staff to build on children's prior learning, preparing them well for school.
- Staff teaching in the two-to-three years room is good, overall. However, children's focus and engagement in purposeful play is not always fully promoted. This is due to the staff's organisation of themselves and the room. For example, pushchairs, which children had been sleeping in, are left within the room and staff sometimes clean the room while children are playing. This limits opportunities for children to play and means they cannot always access motivating learning experiences. When staff are more effectively organised and the pushchairs are removed, a large group of children sit and listen intently to a story. The staff member skilfully reads the story, which sustains children's interest and attention.
- Regular outings provide children with a wider range of first-hand experiences, which broadens their knowledge. For example, listening walks encourage children to listen and identify the noises they can hear.

Safeguarding

The arrangements for safeguarding are effective.

Staff supervise children well. They help children to learn how to use large equipment safely. Staff have a clear knowledge of the indicators of abuse and they are aware of the procedures to follow if they should have any concerns about a child's well-being. Children are closely supervised when they use technology. Staff discuss how to use technology appropriately with children, supporting them to learn important skills to keep them safe when using online functions.

What does the setting need to do to improve?

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

- enhance staff use of questioning so that children are allowed time to think, respond and to express their own knowledge
- strengthen staff's interaction with children, specifically in the two-to-three years room, so that staff continually support these children to remain focused and

engaged in purposeful-play experiences during the course of the day.

Setting details

Unique reference number	EY479893
Local authority	North Lincolnshire
Inspection number	10065053
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 12
Total number of places	78
Number of children on roll	152
Name of registered person	Moorwell Miracles Limited
Registered person unique reference number	RP911243
Telephone number	01724 846 871
Date of previous inspection	25 November 2015

Information about this early years setting

Moorwell Miracles Children's Day Nursery registered in 2014. The nursery employs 21 members of childcare staff, 14 of whom hold appropriate early years qualifications at level 3 or above. The nursery opens from 7am to 7pm, Monday to Friday, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Arnold

Inspection activities

- The manager completed a learning walk with the inspector, explaining how staff organise and support children's learning in each room.
- The inspector held a meeting with the manager and providers. She also spoke with staff, children and parents at appropriate times during the inspection. Staff practice was observed throughout the nursery.
- A range of documents were sampled during the inspection, including staff suitability checks.
- The inspector and manager jointly evaluated staff teaching practice during activities being delivered in the pre-school and the two-to-three years room.

We carried out this inspection 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.

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