

Inspection of The Old Rectory at Moorcroft Grange

Moorcroft Grange, Bursley Road, STOKE-ON-TRENT ST6 3DQ

Inspection date: 21 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff provide a warm welcome to children and their families. They quickly develop relationships with children, who show that they feel safe in the nursery. Children are familiar with routines and demonstrate self-care skills that are appropriate to their age. Children are well behaved. Staff are attentive and they swiftly respond to children at appropriate times.

Children have daily opportunities to go outdoors, be active and get fresh air. Staff provide a range of outdoor activities, including physical exercise and tasks related to understanding the world. However, sometimes staff miss opportunities to extend children's learning. Staff help children to develop their independence. For example, children are encouraged to serve themselves at mealtimes.

Staff provide a variety of interesting natural resources and equipment to support children's development in all areas of learning. They plan activities which interest them and take account of the next steps in their learning. For example, older children have opportunities to learn about growth and changes over time as they examine pumpkins. Younger children develop an understanding of quantities and measures as they fill containers with leaves.

The manager continually reflects on the provision to identify further ways to build on good practice. However, on occasion, the manager's monitoring of teaching does not precisely identify ways to raise the quality of teaching even further.

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

- Staff closely monitor the progress children make. This helps them to identify any gaps in their learning and implement plans to help them catch up as necessary. All children make good progress from their starting points.
- Children enjoy taking part in creative activities and have good imaginative skills. For example, children experiment with a range of textures and materials, such as cones, twigs, and pebbles, which they use in their play.
- Children are beginning to learn how to take turns and listen attentively to others. Well-qualified staff provide children with consistent guidance at a level appropriate for their stage of development. Children know the importance of handwashing before snacks and meals. This builds on their independence and their self-care skills well.
- Staff provide good support for children with special educational needs and/or disabilities and those identified as falling behind in their development. Staff target any funding well to help children to catch up in their learning. They help children to develop the skills they need for future success in life.
- Children enjoy looking at books and sharing their favourite stories. Staff read to

children and encourage them to predict what might happen next. Books are made available for each child to take home and enjoy with their family, cultivating children's early love of reading. Children draw and practise their early writing skills using different tools, such as sand and feathers.

- Children show good coordination and sustain their interest during activities. Staff are good role models and engage with children as they play, helping to develop their confidence and skills. However, staff do not always identify opportunities to engage children in sustained conversations to extend their understanding further.
- Staff work well with parents. They provide regular updates on progress and give parents good opportunities to support children's learning. For example, parents are invited to share-and-care sessions. Parents speak positively about the nursery and the staff.
- Staff have regular supervision meetings where workloads are discussed, and targets are set and reviewed. However, the manager does not use the supervision system in place to its full extent, to help her precisely identify areas to help build on staff's good teaching practice.
- Staff work effectively with others involved in children's care and learning, such as speech and language therapists, to promote best outcomes for children. Staff understand their role to work in partnership with other providers and do this successfully when supporting children's transitions to school.
- The manager reviews the quality of the provision and captures the views of staff, children and parents. This information is used to inform future developments. For example, the manager has plans in place to introduce home visits before children commence their placement and is exploring ideas to further develop the outdoor learning area.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of child protection issues and the procedure to follow if they have a concern about a child. They recognise what signs would worry them about children's welfare or other staff's behaviour. They have a good knowledge of wider safeguarding matters, including the 'Prevent' duty. The manager has a secure knowledge of following safe recruitment guidelines to ensure that new staff are suitable and to check that existing staff remain so. Staff make sure that they identify any hazards in the environment and quickly take steps to minimise any risks to children.

What does the setting need to do to improve?

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

- strengthen the supervision of staff to precisely identify their professional

development needs and raise the quality of teaching to a consistently high standard

- develop the opportunities for children to enjoy increased levels of challenge to enable them to think critically and solve their own problems.

Setting details

Unique reference number	EY479242
Local authority	Stoke-on-Trent
Inspection number	10066134
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	2 to 4
Total number of places	50
Number of children on roll	25
Name of registered person	The Old Rectory Kindergarten Limited
Registered person unique reference number	RP903959
Telephone number	01782 827000
Date of previous inspection	25 May 2016

Information about this early years setting

The Old Rectory at Moorcroft Grange registered in 2014. The nursery employs 13 members of childcare staff. Of these, two hold appropriate early years qualifications at level 5, six hold appropriate early years qualifications at level 3 and two hold level 2. The nursery opens from Monday to Friday, for 51 weeks of the year, excluding bank holidays. Sessions are from 9am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqueline Coomer

Inspection activities

- The inspector and the nursery manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the nursery manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the nursery's documents. This included evidence about staff suitability and training.
- A meeting was held between the inspector and the nursery manager.

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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