

# Inspection of Moonstone Day Care

Warwick Street, Wolverhampton WV1 3QQ

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Inspection date: 30 October 2019

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy the time they spend at nursery. They are eager to participate in a range of activities that foster their enjoyment of learning. Children explore as they play with a mixture of rice and dried beans. They run it through their fingers and describe how it feels. Children are curious and investigate during activities. They draw a head, body, arms and legs using a felt pen. They discover when they turn the paper over that the lines have seeped through, so they trace what they have drawn on the other side to duplicate it. Children develop their physical skills as they take part in obstacle courses. They run, jump, balance and climb on crates. They can play hopscotch and count as they jump. Children learn about cultures and customs beyond their own experiences. They listen to a story about Rama and Sita, and make Diva pots from clay. They draw round their hands and decorate them with glitter and rice to make mehndi patterns. Children who have special educational needs and/or disabilities (SEND) are exceptionally well supported and this is a real strength of the nursery. Staff are knowledgeable about children's individual needs. Additional funding is used to provide training for staff to enable them to consistently support children and enhance their experiences. Children behave well. They play nicely together and learn to share and take turns.

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

- The manager is very hands on and regularly monitors staff performance. She recognises the strengths and weaknesses of the staff and can clearly explain how she is supporting them to build on their skills. Staff attend training that is pertinent to the needs of the children and implement what they learn to raise the quality of their practice.
- Staff are fully included in the evaluation of the nursery and their ideas are valued and acted on. They have recently attended a staff training day, where they reflected on what was going well and what could be improved. As a result, several areas of the nursery and some daily routines have been improved.
- Staff continually observe and assess children's development to ensure they make the best possible progress. The manager tracks children's progress to enable any gaps in their learning to be swiftly identified. Staff work closely with other professionals and outside agencies so that children and their families receive early intervention and support when needed.
- Children's emotional well-being is supported. Staff recognise when children are unsure or need reassurance and provide them with support to join in the activities. Nappy changing times are personal to each child. Older children are encouraged to become independent in their toileting skills in preparation for school.
- Partnerships with parents are strong and parents are fully involved in their child's learning. They are provided with regular updates about their child's

progress. Parents are encouraged to share what their child enjoys and staff provide ideas to support parents to continue children's learning at home. Parents speak highly of the setting. They say that staff have helped their children to gain confidence and become the people that they are today.

- Children paint pictures of their faces using skin-coloured paint and enjoy taking part in craft activities. However, at times staff are overly prescriptive and intervene too quickly without giving children time to develop the activity for themselves. In addition, some activities are not organised effectively enough to enable children to fully participate and reach resources for themselves.
- Children enjoy healthy snacks and meals. Staff are vigilant in ensuring that children who have allergies or dietary requirements are supervised and kept safe. However, at lunchtime, some children in the pre-school room did not have cutlery and they began to eat with their fingers. Furthermore, the floor still had debris from the morning's activities on it and when children dropped their cutlery it was not changed. Therefore, children's health is not fully promoted during this time.
- Staff recognise the different ways in which children communicate. For example, younger children who are only just becoming verbal initiate singing their favourite song by pointing to the ceiling. Staff immediately realise what they want and begin to sing. Children join in as they roll their hands and point to the ceiling and the door.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff have a good knowledge of the signs that may indicate a child is at risk of abuse or neglect. This also includes wider safeguarding issues, such as preventing children from being drawn into extreme situations and cyber bullying. They fully understand the procedures to follow if they have any concerns and know where to seek advice or support. This includes the whistle blowing procedure. The environment is safe and secure. Staff carry out risk assessments of the premises and any outings that children take part in.

## **What does the setting need to do to improve?**

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

- organise activities and resource even more effectively to ensure that all children are fully able to participate
- provide children with even more time and opportunities to develop their ideas for themselves
- implement more robust procedures at lunchtime in the pre-school room to ensure that children's good health is fully promoted at all times.

## Setting details

<b>Unique reference number</b>	EY546199
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	10128897
<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>	0 to 5
<b>Total number of places</b>	41
<b>Number of children on roll</b>	84
<b>Name of registered person</b>	Moonstone Day Care Limited
<b>Registered person unique reference number</b>	RP901777
<b>Telephone number</b>	01902 457 839
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Moonstone Day Care registered in 2017. It is one of four settings owned by a private provider. The nursery operates Monday to Friday, all year round, from 7.30am until 6pm. The nursery employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 and above, including one who holds level 6. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rebecca Johnson

## Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- The quality of teaching during activities indoors and outdoors was observed, and the inspector assessed the impact this has on children's learning.
- The inspector completed a joint observation and a learning walk with the nursery manager.
- The inspector spoke with the staff and children at appropriate times during the inspection and took account of the views of parents.
- A meeting was held with the nursery manager and the provider. The inspector looked at relevant documentation, including children's details and evidence of the suitability of staff working in the nursery.

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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