

Inspection of Moonstone Day Care

45 Ridpool Road, Birmingham B33 9RB

Inspection date: 7 July 2021

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and well-being are compromised. Some of the youngest and most vulnerable children access resources that are not safe for their age or stage of development. Although staff react when incidents occur, they do not take sufficient or effective action to identify or remove the risks to children in a timely manner.

Children with special educational needs and/or disabilities (SEND) are not supported well enough. Senior staff liaise with other professionals, and assessments, targets and plans are in place to help children to catch up to their peers. However, staff working with the children do not implement these and miss opportunities to help children make sufficient progress. Staff do not have high enough expectations for children and do not set challenging goals for them to achieve. Children are not motivated to learn as the environment and experiences offered are not organised in a way that captures and maintains their interest.

That said, children are eager to enter the setting. They are happy and settled with staff who are kind and caring and respond well to their emotional needs. Children are fond of staff and enjoy the cuddles, affection and praise that staff give to them.

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

- Leaders and managers have not ensured that staff understand their roles and responsibilities well enough to provide quality experiences for children. There have been changes to staffing over recent months, and systems of support and coaching are not fully established. Not enough has been done to address weaknesses. Ongoing issues regarding the quality of the provision are having a negative impact on children's safety, well-being, learning and development.
- Staff lack the breadth of skills and knowledge they need to promote children's learning and development effectively. Experiences provided for children, based on themes and around daily routines, are not adapted well enough to suit all children.
- Key persons do not use the information gathered about children to plan for their children's individual needs, interests and stage of development effectively. Children who speak English as an additional language are not encouraged to use their home language alongside English to help them to communicate their needs and interests effectively.
- Despite the weaknesses, children choose from activities and resources available to help lead their own learning. They interact and play either with or alongside each other. Children use their own ideas and feelings as they re-create experiences in role play or with pretend cars and trucks.
- Some staff do interact and encourage learning for some of the children. For example, they use key words to help children develop vocabulary and promote

use of number and understanding of concepts, such as size and capacity.

- Overall, children are developing increasing independence and some of the self-care skills they need for further development. They express their needs and the older and most able children use the toilet and wash their hands confidently.
- Children learn about their own health needs. At mealtimes, they select what they want and how much as they serve themselves from the healthy food provided or from their packed lunches. Fresh water is readily available, and children pour their own drinks to keep hydrated through the day.
- Children are generally well behaved. They are learning to take turns and share resources with their friends. Older children manage minor disputes themselves and work together to solve problems.
- Staff exchange information about children with other professionals as appropriate. Most of the children who are leaving for school will be attending the school next door to the setting. In previous years, staff have taken children over to the school to show them the new environment. This is not currently possible because of restrictions in place due to the COVID-19 (coronavirus) pandemic. However, staff are in the process of completing reports to inform the teachers about the children.
- Parents explain that they are pleased with the care and learning opportunities their children receive. They feel that the staff are friendly and approachable, and they appreciate the updates they receive verbally and through their online portal. Parents express how happy and settled their children are when attending.

Safeguarding

The arrangements for safeguarding are not effective.

Managers and staff fail to identify potential risks to children's safety. In particular, they do not consider that some resources provided for the youngest children are not safe. During activities, children place dry pasta shapes in their mouths which they could choke on, and taste shaving foam which is highly toxic if eaten. This demonstrates a significant lack of understanding of how to assess and minimise risks. Despite this, staff do demonstrate a suitable understanding of child protection and when to involve the relevant authorities. They know the possible signs and symptoms that may indicate a child is at risk of abuse or extremism and how to report concerns or any allegations.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
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ensure all staff have a clear understanding of their roles and responsibilities and are able to deliver quality experiences for children	26/07/2021
ensure effective arrangements are in place to support children with SEND	26/07/2021
improve risk assessment so that all risks to children's safety are identified and action is taken to remove or minimise risks and hazards in a timely manner.	26/07/2021

To meet the requirements of the early years foundation stage, the provider must:

	Due date
plan challenging and enjoyable experiences for children based on their individual needs, interests and stage of development, and implement through an interesting environment purposeful play and a mix of adult-led and child-initiated activities	07/10/2021
improve the opportunities for children who speak English as an additional language to develop and use their home language in play and learning.	07/10/2021

Setting details

Unique reference number	2541577
Local authority	Birmingham
Inspection number	10201247
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 at time of inspection	1 to 4
Total number of places	80
Number of children on roll	73
Name of registered person	Moonstone Day Care Limited
Registered person unique reference number	RP901777
Telephone number	01217942344
Date of previous inspection	Not applicable

Information about this early years setting

Moonstone Day Care registered in 2019. The setting employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications from level 2 to level 3. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lucy Showell

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- A 'learning walk' was completed with the manager to understand how the setting operates and how the curriculum is organised.
- The inspector observed the quality of teaching during activities inside and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed two joint observations with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of adults who work with the children.
- The inspector spoke to parents during the inspection and took account of their views.

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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