

Inspection of Moonstone Day Care

Boughton Road, Birmingham, Worcestershire B25 8AJ

Inspection date:

6 July 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are generally happy and settled in the nursery. Most children leave their parents at the door with ease and are eager to play and see their friends. Children form close bonds with staff and each other. They demonstrate that they feel safe and secure in the nursery. Children behave well. They take turns and share resources.

Staff do not always give children the support they need to make the progress they are capable of. Activities and experiences provided do not consistently engage or challenge children. Some suitable activities are provided. Children enjoy joining in with action rhymes and songs. Staff share books and stories with children. They provide some opportunities for children to explore colours. For example, children use their hands and fingers to make pictures with paint. They make marks with chalks and pencils.

Children are learning to do things for themselves. For example, they make choices about the food they eat or the things they want to play with. Older children put their coats on independently. Children develop sound physical skills. They enjoy outdoor play, where they run and climb freely. Children develop their hand-to-eye coordination as they play with balls and hoops.

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

- Managers do not support staff to understand the intent of the curriculum or how it should be implemented. Although children develop sound physical skills, the curriculum for personal, social and emotional development and communication and language is not as strong.
- Staff make some observations and assessments of children's learning. However, staff working with children do not have a good enough understanding about what children already know and can do. Not all staff are aware children's age or of the languages they speak at home. This means that staff do not have enough information about children to be able to focus their teaching on what they need to learn next.
- Children with special educational needs and/or disabilities are well supported. Staff work well with other agencies to set targets and next steps for children. Staff working with these children give dedicated one-to-one support when required. Managers ensure that any additional funding received for children is used appropriately to improve outcomes for each child.
- Managers do not give sufficient support to staff to help them to consistently deliver educational activities effectively. For example, staff are not skilled at teaching children about phonics. They confuse children by using a mix of letter names and sounds during an activity. This means that children do not develop

good early reading skills.

- Staff promote children's physical development well. Children benefit from healthy fresh fruit snacks. Staff provide plenty of opportunities for children to exercise in the fresh air. They encourage children to follow good hygiene routines. For example, children know they need to wash their hands before eating and after using the toilet.
- Staff do not differentiate adult-led activities when there are children of mixed ages present. This means that some activities are too difficult for some children and too easy for others. Activities and experiences are not consistently planned to inspire and excite children. At times, experiences set out are mundane and uninspiring. Some children lose interest and occasionally stand or wander around aimlessly.
- Staff remind children of the simple rules of the setting. For example, they encourage children to wait their turn to go down the slide. Staff talk to children about their behaviour and help them to understand what is expected of them. As a result, children learn to behave well.
- Staff do not consistently promote equal opportunities for children. Some staff use gender stereotyping when leading activities with children. During an activity for children to look at different occupations, staff talk about a 'fireman' and 'policeman' and refer to builders as 'he'.
- Parents are generally happy with the provision. However, staff have not established an effective two-way flow of information with parents. Staff do not know enough about children's abilities and achievements at home. This does not establish a consistent approach to children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure understanding of how to safeguard and protect children. They have a sound knowledge of safeguarding matters. Leaders ensure that this knowledge is updated on a regular basis through training and quizzes. The manager checks staff knowledge, for example, by presenting them with scenarios to test out what issues they would identify and how they would seek help. Sound recruitment and vetting procedures help to ensure that staff are deemed suitable to work with children. Staff complete regular risk assessments, indoors and outside, to identify and act on any hazards. As a result, children are kept safe from harm.

What does the setting need to do to improve?

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

| | |
|--|-----------------|
| | Due date |
|--|-----------------|

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| provide support and coaching for staff to improve their skills and to help them to deliver an effective curriculum which inspires children to play and learn | 20/08/2021 |
| support staff to accurately identify what children know and can do and to deliver educational activities and experiences that focus on what individual children need to learn next | 20/08/2021 |
| ensure that staff promote children's understanding of equal opportunities, particularly when referring to gender within roles in society | 20/08/2021 |
| establish a good two-way flow of information-sharing with parents about children's care and development, to keep them fully informed and to ensure that children's needs are consistently met. | 20/08/2021 |

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

- review and organise activities more effectively and consider the different ages of children involved, to help maintain children's focus and engagement.

Setting details

| | |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | 2541673 |
| Local authority | Birmingham |
| Inspection number | 10201350 |
| 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 | 0 to 5 |
| Total number of places | 73 |
| Number of children on roll | 46 |
| Name of registered person | Moonstone Day Care Limited |
| Registered person unique reference number | RP901777 |
| Telephone number | 01217942355 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Moonstone Day Care registered in 2019. The nursery employs 10 members of childcare staff. Of these, the majority hold early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Trisha Turney

Inspection activities

- This was the first routine inspection the nursery received since the 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 nursery.
- The inspector and the manager had a learning walk across all areas of the nursery to understand how the curriculum is organised.
- The inspector spoke with staff, parents and children during the inspection.
- The inspector carried out a joint observation with the nursery manager.
- The inspector held a meeting with the area manager and the manager of the nursery. She looked at relevant documentation 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021