

Inspection of Moonstone Day Care

24 High Street, Erdington, BIRMINGHAM B23 6RH

Inspection date:

15 October 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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children gain the necessary knowledge and skills that they need for their future learning in school. Staff observe children and assess their stage of development. However, the planning and delivery of some activities do not take account of the mixed ages and abilities in the group. During play activities, staff do not consistently challenge each child effectively in accordance with what the child already knows and can do. Teaching practice is not flexible enough to stimulate children's curiosity and support them in developing their own ideas.

The play environment is welcoming and adequately resourced. Relationships between the staff and children are positive, and children are happy and settled. Children behave well and play cooperatively. They show kindness towards others and they are gaining an understanding of sharing and turn taking. Children have daily opportunities for exercise outdoors and they acquire physical skills while climbing, sliding, and riding on wheeled toys. Staff ensure that children have access to toys that help them to develop their handling skills. Children express themselves confidently through verbal and non-verbal forms of communication. Staff work with parents and other professionals so that children with special educational needs and/or disabilities receive the additional support that they need.

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

- Staff provide resources for babies that encourage them to explore texture and sound. However, staff do not fully support children aged from two to four years to have a go at finding things out for themselves. For example, staff cover a table with paper and provide brushes and paint in pallets for a group of these children. Initially, all children are keen to take part, but very soon the older children lose interest and move away from the activity. The young children decide to paint their hands, and although staff encourage this, they do not consider extending children's exploration.
- Children eat a healthy and varied diet. Staff provide a very good variety of different fruits for the morning snack, and a hot lunch includes options that meet children's different dietary needs. Care practices address children's needs well and children are learning to manage their self-care independently.
- The nursery premises are safe and staff are deployed appropriately to ensure that children are constantly supervised. Staff swiftly intervene if necessary when a child is unaware of the potential risk that they are taking in their play. However, staff do not always explain why their intervention was necessary, for example by teaching children why it is not safe to ride on a balance bicycle in some areas of the garden.
- Children enjoy listening to familiar stories. Staff read with great exuberance and so capture children's interest. A current focus is on building children's listening

as well as speaking skills. Staff provide good support for children who speak English as an additional language. Words used in a favourite story are displayed in children's home languages. Staff read these words and older children take great delight in correcting staff's pronunciation.

- Staff support children's mathematical learning. For example, they encourage children to use positional language such as 'in front', 'behind', 'on top' and 'under'. Staff identify quantities with children by encouraging them to count on their fingers.
- The provider makes sure that staff keep their mandatory training up to date. The manager is new to the setting and is beginning to take steps to monitor practice. However, she has not yet met with staff to discuss the strengths of their practice and areas where training and support can be provided to help them improve their teaching.
- Parents and grandparents say that they are very happy with the provision. Despite some restrictions to them entering the premises due to the COVID-19 pandemic, they say that communication with them is good. Parents of children who have additional needs identify the support that they receive and say that they are happy with their children's progress.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete training to keep their child protection knowledge up to date. They are aware of the signs of abuse and neglect and know the local referral procedures to follow if they have a concern about a child. Staff are aware of the duty to prevent children being drawn into situations that put them at risk. The premises are secure so that children cannot leave unsupervised and unwanted visitors cannot gain access. Risk assessments are effective as staff identify and successfully minimise potential risks indoors and outdoors. Staff recruitment and selection procedures meet requirements.

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 some staff with guidance and coaching to ensure that next steps planning for all children is consistently put into practice, to challenge and extend each child's learning effectively in accordance with what they already know and can do	30/11/2021

provide more activities that link to children's different interests and motivate them to get involved and want to learn	30/11/2021
support children to explore different materials independently, be creative and develop their own ideas.	30/10/2021

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

- offer children explanations when intervention is necessary in order to prevent a potential accident.

Setting details

Unique reference number	EY479583
Local authority	Birmingham
Inspection number	10210255
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	80
Number of children on roll	25
Name of registered person	Moonstone Day Care Limited
Registered person unique reference number	RP901777
Telephone number	01213507942
Date of previous inspection	6 September 2016

Information about this early years setting

Moonstone Day Care registered in 2014. The nursery employs five members of staff, all of whom hold appropriate early years qualifications ranging from level 2 to level 6, including one who holds early years teacher status. The nursery opens Monday to Friday all year round, from 7.30am until 6pm. It provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Burnet

Inspection activities

- This was the first routine inspection the setting 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 her evaluation of the setting.
- The inspector and the manager completed a learning walk across all areas of the nursery and discussed how the curriculum is organised.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the provider, area manager and nursery manager. She looked at relevant documents and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small number of parents and grandparents 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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