

# Inspection of Moringa Day Nursery

4 Stanshawes Court Drive, Yate, Bristol, South Gloucestershire BS37 4EA

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Inspection date: 5 January 2022

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

### The provision is good

Children come into the nursery eager to see their friends and the staff. Staff warmly welcome parents and children. Even those children who are new to the nursery quickly settle in and start exploring the toys and resources.

Babies have fun using their senses. They explore soft woolly pom-poms in bright colours, spiky acorns and crunchy leaves. They proudly show staff that they can use the large tweezers and spoons to scoop up the different items. Staff reward children with smiles and comments about how well they have used the tools.

Toddlers and pre-school children make choices about what they want to do. They ask staff to get the parachute out and put it over the climbing frame outdoors. The children 'hide' underneath and squeal excitedly when staff try to find them.

Children show good recall and learning. They know that the song sack in each room contains toys, laminated cards and items linked to their favourite rhymes. Children confidently recall repeated words and phrases. Older children count reliably back from five to one, and wait patiently for their turn. Staff use signs as well as words to make sure all children are included and can join in.

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

- Staff focus on children's communication and language. They have noticed that children are needing more support in this area. In the baby room, staff communicate in children's home languages, English, and signs to help children understand and communicate. Older children take part in small group times to share songs and stories. Staff get children to talk about the different characters in stories and encourage them to join in with repeated phrases. Children hear and learn new words regularly. Children build their vocabulary and gain confidence in talking.
- Staff are embedding changes to the curriculum and teaching. They make sure children can choose what they want to do. Children gain confidence in expressing their wants and needs. They eagerly request favourite activities. However, staff do not recognise when to adapt or bring activities to a close when children start to become bored or restless.
- Staff build strong relationships with other professionals, parents and children. When children first start, staff talk with parents to find out what children already know and can do. They use this information to help them plan for what children need to learn next. Staff continue to share information, either through online systems or discussions at the end of the day. Staff notice when children may need extra support. They seek advice from other professionals. Staff make sure that interventions support children's development and help them as they move

on to school. All children, including those with special educational needs and/or disabilities, make good progress.

- Staff provide stimulating and engaging learning environments. Children are keen to have a go at activities and develop their knowledge and skills. Staff provide activities that build on children's interests. Older children find the laminated risk assessment and eagerly show others how they help to find hazards. They recall that they found a nettle that they pulled up and threw away. Children can choose different toys and resources to play with from the accessible storage boxes. They engage well in their chosen activities. However, when children have finished playing, staff do not encourage them to put the toys back. This means that play spaces become cluttered. Younger children who are learning to walk sometimes stumble over the toys. Older children struggle to find places to start new activities.
- Children's behaviour is good. Younger children engage with others as they put the baby doll to bed. Staff remind children to use 'kind hands' and share when others try to remove the doll. Older children join in with card matching games. They understand that they can choose one card and need to take turns. Staff support children when they get frustrated in not finding a card that matches, reminding them that they have more turns. Staff use training to help with managing behaviour. For example, in the baby room, staff use successful strategies to reduce biting incidents.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand how to protect children. They know who to go to and how and when to report any concerns they may have about a child's well-being. They keep their knowledge about current procedures up to date through regular training. Since the last inspection, the manager and owner have made changes to the play spaces outdoors to ensure they are secure and safe. Staff carry out thorough checks before children use the different play spaces. They make sure that they remove any hazards. The owner has improved her systems for recruitment and ongoing support. She ensures staff suitability to work with children.

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

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

- improve ways that staff adapt activities to help children to maintain their attention and continue learning
- build on children's understanding of caring for their play spaces and how to keep themselves safe.

## Setting details

<b>Unique reference number</b>	2502584
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10203876
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Fassler, Cindy-Leigh
<b>Registered person unique reference number</b>	2502583
<b>Telephone number</b>	01454 327670
<b>Date of previous inspection</b>	21 June 2021

## Information about this early years setting

Moringa Day Nursery registered in 2019. It is situated in Yate, South Gloucestershire. The nursery is open Monday to Friday from 8am to 5pm, all year round, except for one week at Christmas. It receives funding to provide free early years education for children aged two, three and four years. The nursery employs 13 members of staff, of whom 10 hold appropriate childcare qualifications: nine at level 3 and one at level 2. The manager holds early years teacher status.

## Information about this inspection

### Inspector

Anita McKelvey

## Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises, including the impact of the COVID-19 pandemic. The inspector has taken that into account in their evaluation of the provider.
- The inspector spoke with the nominated individual and the manager about the leadership and management of the setting.
- Children spoke to the inspector during the inspection.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff spoke to the inspector during the inspection.

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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