

Inspection of Moonstone Day Care

45 Ridpool Road, Birmingham B33 9RB

Inspection date: 26 January 2022

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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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 show that they feel settled and safe. They actively seek out adults for support and their care needs are met well. Children enjoy positive relationships with the adults who care for them. They receive genuine praise and encouragement from staff, which helps them to feel valued and emotionally secure. Most children behave well, understand expectations and respond positively to the gentle reminders from staff to share, take turns and be kind to others. When some children struggle to manage their feelings, staff provide support in a consistent manner which helps to calm them and diffuse the situation.

Children with special educational needs and/or disabilities receive well-tailored support. Staff work closely with parents and other professionals to assess these children and seek guidance where needed. They use what they find out to strengthen their practice, which includes one-to-one or small-group sessions depending on children's individual needs. These improvements are helping all children to achieve their full potential.

Children show positive attitudes to learning. They are keen to have a go at something new and enthusiastically gather around the familiar staff to find out information and to practise developing skills. Children's interests are built upon as they explore and experiment, and staff narrate and ask questions to test their thinking. This helps children to make good progress in their learning and development.

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

- Leaders, managers and staff have made considerable improvements since the last inspection. They have gathered and acted on advice and guidance from other professionals and are keen to deliver high-quality experiences for all children. Members of the management team now have a clear oversight of the strengths and areas to develop, and set good examples for others to follow. They regularly observe staff's teaching and provide them with feedback to help them understand more about their roles and responsibilities. Staff report that they feel valued, their well-being is promoted, and changes are implemented to enhance practice.
- Parents and carers are happy and comment that staff are friendly and good care is provided. Staff gain initial information from them about what children already know and can do, to help support children's learning from the outset. They share information with parents and carers about what children have done and enjoyed each day. However, since the COVID-19 pandemic, parents and carers are not coming into the nursery as much, and some are more difficult to engage. Staff are keen to develop these partnerships and recognise the importance of

them to assist in supporting children's ongoing learning at home and elsewhere.

- Staff have improved their teaching skills and use what they know about each child to provide a balance of adult-led and child-initiated experiences. They have also re-organised the spaces, resources and equipment available for children. This new environment now provides for more purposeful, challenging and interesting experiences for children. However, the new curriculum approach is still in its infancy and needs to be fully established while remaining flexible enough to meet the differing and ongoing needs of the children attending.
- Children enjoy engaging and sharing their play with adults. For example, staff join the children as they pretend to run a bakery in the role-play area. Staff are the customers and children thoroughly enjoy taking their orders and providing them with imaginary meals and drinks.
- Children develop a love for books. They listen to the staff reading, and repeat simple and familiar words and phrases, which helps to enrich their emerging vocabulary. Staff extend the learning by providing follow-on experiences in other areas. For example, after hearing a familiar story where children are looking for a bear, staff take the children outside to recreate the journey from the story.
- Children have daily opportunities to develop their physical skills. Inside, they enjoy moving through the obstacle course. Staff also use this as an opportunity for children to learn new words as they talk about going 'over', 'under' or 'around' the objects. Older children benefit from varied opportunities in the large garden. For example, they use wheeled toys to move around, and dig and explore in the soil and play kitchen. However, there are less opportunities for babies and young children to benefit from fresh air and exercise, especially in the winter months.
- Children are encouraged to follow healthy lifestyles and begin to develop their social skills from a young age. They are provided with nutritious meals and snacks that take account of their individual dietary needs. Older children learn to serve themselves so that they can select how much they want to eat. Babies and younger children follow the example of other children and sit together to enjoy their meals.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff know how to recognise the signs of abuse or neglect, and have a competent understanding of possible safeguarding issues. They are confident about the procedures to follow should they have any concerns about a child or an adult working on the premises. All staff are responsible for carrying out daily risk assessments. Since the last inspection, they have introduced ways to check for choking hazards throughout the environment. Resources which include small parts are stored away. Staff bring them out at children's request if appropriate and under staff's close supervision. This helps to reinforce the safety of children in the nursery.

What does the setting need to do to improve?

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

- enhance ways to engage parents and carers and exchange information with them, including how they can support children's ongoing learning
- continue to develop and establish a clear and flexible curriculum which builds on children's prior learning and helps to promote the skills they need for their future learning
- review and develop the facilities in the outdoor areas to enable babies and young children to have high-quality experiences outside throughout the year.

Setting details

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| Unique reference number | 2541577 |
| Local authority | Birmingham |
| Inspection number | 10218476 |
| 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 4 |
| Total number of places | 80 |
| Number of children on roll | 43 |
| Name of registered person | Moonstone Day Care Limited |
| Registered person unique reference number | RP901777 |
| Telephone number | 01217942344 |
| Date of previous inspection | 7 July 2021 |

Information about this early years setting

Moonstone Day Care registered in 2019 and is situated in Birmingham. The setting employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and above. 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

- The inspector discussed any continued impact of the pandemic with the provider and managers and has taken that into account in their evaluation of the provision.
- 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 and assessed the impact this has on children's learning.
- The manager completed a joint observation with the inspector and shared feedback for the staff involved.
- The inspector spoke with the provider, managers, staff and children at appropriate times during the inspection.
- The manager showed the inspector relevant documentation and evidence of the suitability of adults working on the premises.
- 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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