

Inspection of Moonstone Day Care

Boughton Road, Birmingham, West Midlands B25 8AJ

Inspection date: 4 July 2022

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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Relationships are positive, and children are happy and settled. They behave well and show consideration for others. Children learn to share and take turns. Staff praise children's efforts as well as achievements, which helps to boost their self-esteem. Children's emotional security is addressed well by staff. This is initially addressed with a gradual settling-in procedure that is agreed with parents in accordance with the child's needs. Friendships have formed among the pre-school children, and younger children play happily alongside others.

Staff observe children and assess their different stages of development. They plan activities generally well, although, they do not fully support children in developing their own ideas. Staff work effectively with parents and other professionals to ensure that children with special educational needs and/or disabilities receive the additional support that they need. All children make good progress in accordance with what they already know and can do.

Children play in a safe and welcoming environment. They learn to manage simple tasks for themselves and develop self-care skills. Children rest and sleep according to their different needs, and staff meet children's care needs well. They eat healthy snacks and meals, and staff ensure that individual dietary needs are addressed. Children are physically active every day, both outdoors and indoors. They practise their handling skills in a variety of ways.

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

- Improvements have been made to the provision since the last inspection. The provider and the manager have made changes to systems for monitoring, supervision of staff and performance management. This has helped staff to improve their teaching skills and challenge children effectively.
- Staff ensure that children make good progress across the seven areas of learning. They are aware of what children already know and can do, and they use this knowledge to challenge children, so that they reach the next stages in their learning. Children develop good skills that help them to be ready for the move on to the next stage in their education.
- Children's learning benefits from some investigative play. For example, groups of pre-school children explore in the garden to find minibeasts. They are excited to discover what is underneath when a staff member lifts a large log. However, in the playroom children are not fully supported in finding things out for themselves and developing their own ideas.
- Staff help children to recognise their own unique qualities and the characteristics they share with others. Children who speak English as an additional language receive very good support. Staff learn and display words in children's home

languages, and parents help with pronunciation. Staff members speak different languages including French Urdu, Arabic and Punjabi. An inclusive and welcoming environment is provided for all children and their families.

- A small group of two-year-old children enjoy a short group time with their key person. She provides a variety of musical instruments and encourages them to tap rhythms while they sing. Children are fully engaged. They listen intently and respond well when asked to stop and then start playing their chosen instrument.
- Children aged three and four years sit together to listen to a story. The reader sits on a chair and ensures that all children can see the book while they sit on the floor with other staff members. The older children are keen to listen to the story and retain an interest throughout the group time. However, some of the younger ones are not engaged and the story time does not address the different learning needs of these children.
- Children develop good physical skills. Large physical play equipment outdoors provides a very good challenge as children develop climbing and sliding skills. Indoor activities include movement to music. Children gain good control as they balance and move their bodies in different ways.
- Staff provide opportunities for young children to explore their senses and make marks with their hands. All children have access to mark-making tools and toys that help them to develop handling skills. However, some teaching methods aimed at helping older children to gain pencil control are uninspiring. Staff do not fully consider ways to encourage them to write for different purposes.
- Parents are happy with the provision. Staff establish a good two-way flow of information sharing with parents about children's care and development. They keep parents fully informed to ensure that children's needs are consistently met. Parents comment on staff's professionalism and friendliness. They are very happy with their children's progress.

Safeguarding

The arrangements for safeguarding are effective.

The provider and manager ensure that staff keep their safeguarding knowledge up to date. Staff know the signs of abuse and neglect and the internal and local referral procedures to follow if they have a concern. They are aware of their responsibilities to prevent children being drawn into situations that may put them at risk. Procedures for recruitment and selection meet requirements. The premises are safe and secure, so that children cannot leave unsupervised and unwanted visitors cannot gain access. Staff identify and successfully minimise potential risks indoors and outdoors.

What does the setting need to do to improve?

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

- increase support for older children to explore different play materials and develop their own ideas
- review some group activities to make sure that children's different stages of development are considered, so that all children who are expected to be involved are engaged and interested
- build on current practice to inspire children to write for different purposes.

Setting details

Unique reference number	2541673
Local authority	Birmingham
Inspection number	10202930
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	73
Number of children on roll	48
Name of registered person	Moonstone Day Care Limited
Registered person unique reference number	RP901777
Telephone number	01217942355
Date of previous inspection	6 July 2021

Information about this early years setting

Moonstone Day Care registered in 2019. The nursery employs nine members of childcare staff. The manager holds an early years qualification at level 6 and all other staff hold early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Jan Burnet

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Staff spoke to the inspector during the inspection and the inspector spoke to children, to find out about their time at the setting.
- The inspector spoke with the provider about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector took account of parents' views.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn. The inspector viewed the provision and discussed the safety and suitability of the premises.

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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