

Inspection of Moonstone Day Care

Warwick Street, Wolverhampton WV1 3QQ

Inspection date:

17 January 2023

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 have secure and happy relationships with staff in the nursery. They seek comfort from those who are familiar to them and have created a positive bond together. Children engage in activities with staff. However, the quality of teaching is not yet consistently good. Interactions from staff to support children's understanding and build on their knowledge are variable. For example, children's experiences vary. At busier times of the day, staff do not always provide stimulating activities and extend children's learning. Nevertheless, children with special educational needs and/or disabilities (SEND) and children with English as an additional language, receive support to help them to make progress in their development.

Children make choices in their play from the selection on offer. They settle into activities and form friendships with each other as they play. However, there are times where children display unwanted behaviour. Staff do not consistently implement effective procedures to support children's understanding of the expectations for their behaviour. When staff monitor the safety of the outdoor provision, they do not always identify potential risks. However, children's safety is not compromised. Children are active learners as they play games in the garden and run gleefully as they play hide and seek with staff. Younger children sit and enjoy quiet time with staff and sing songs together. They happily clap along to familiar songs.

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

- Children's environments indoors are safe and secure. There are systems in place to identify risks within the environment. However, during the tour of the garden there were risks that were not identified by staff, such as stagnant water and rubbish. On the day of inspection, staff minimised these risks. They did not have a significant impact on children's safety and well-being.
- Leaders have plans in place to build on the quality of teaching. Staff have recently completed curriculum training. They share how this has helped them to identify learning experiences that can help children to build on their knowledge and skills. However, arrangements for staff supervisions are not yet effective. Staff require support with coaching and mentoring to raise the quality of teaching to a consistently good level.
- Procedures for supporting children to understand the expectations for their behaviour is not yet good. Staff do not consistently implement strategies to enable children to understand why their behaviour is not acceptable and how to manage their feelings when situations arise.
- Parents speak positively of the support they receive from the staff at the nursery. Staff share children's learning with parents. However, staff do not

consistently share activities or ideas with parents to help continue and extend children's learning at home.

- At times, Staff are not well prepared for some of the daily routines. Some children occupy themselves or are left waiting, rather than engaging in meaningful play and learning. For example, staff clear away activities as they are busy doing their duties and preparing for lunchtime. This results in children becoming disengaged and restless.
- Leaders and managers have identified areas for improvement within the nursery. They have created improvement plans to raise the quality in the setting. Leaders work closely with the nursery manager to raise awareness with all staff of the expectations of their role and how to implement effective policies and procedures.
- Children follow good handwashing routines before mealtimes. They wash their faces after they have finished their meals. This helps children to learn self-care routines. Children carry out duties after their meal independently. They take their plate and scrape off their food before putting it on the trolley.
- Staff use observations and assessments to identify their next steps for children. Overall, staff use this information to adapt activities to ensure they support children to close gaps in their learning and help them to make progress.
- Children excitedly take part in adult-led activities. They use a variety of skills as they learn about the importance of oral hygiene. Children use fine motor skills as they squeeze the toothpaste onto the toothbrush and confidently use language to describe what they are doing as they brush their toothbrushes onto the dolls mouths.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a secure understanding of their duty to report allegations against a member of staff and concerns about a child. They recognise possible signs and symptoms that indicate that a child may be at risk of abuse or harm. Managers carry out robust procedures for recruitment. This ensures staff are suitably vetted to work with children. Staff undertake regular safeguarding training to keep their knowledge up to date. They hold appropriate paediatric first-aid certificates to ensure they can attend appropriately to a first aid incident. Staff deploy themselves appropriately to ensure children are supervised at all times during play.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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provide staff with coaching and mentoring to raise the quality of teaching to a consistently good level	14/02/2023
improve strategies for behaviour management to support all children to fully understand the expectations for their behaviours	07/02/2023
ensure that procedures in place to monitor risks in the environment are consistently and thoroughly implemented.	31/01/2023

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

- improve ways to share activity ideas with parents to extend children's learning at home
- help staff to consider how daily routines do not impact on children's learning and how they can support children effectively during these transition times.

Setting details

Unique reference number	EY546199
Local authority	Wolverhampton
Inspection number	10271710
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	41
Number of children on roll	84
Name of registered person	Moonstone Day Care Limited
Registered person unique reference number	RP901777
Telephone number	01902 457 839
Date of previous inspection	30 October 2019

Information about this early years setting

Moonstone Day Care registered in 2017. It is one of two settings owned by a private provider. The nursery operates Monday to Friday, all year round, from 7.30am until 6pm. The nursery employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and three at level 2 and one unqualified. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katherine Wilson

Inspection activities

- This was the first routine inspection the provider 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 provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The area 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 talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and area manager about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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