

Inspection of Moonstone Day Care

Warwick Street, Wolverhampton WV1 3QQ

Inspection date:

3 August 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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Leaders have begun to make some changes since the last inspection to improve experiences for children. These changes, however, are not yet fully embedded consistently across the nursery. Staff have received training on how to respond to children displaying unwanted behaviour. Some staff remind children of behaviour expectations and explain the impact of their behaviour on others. However, this is not consistent among all staff.

The quality of teaching is variable across the nursery. Staff have some understanding of what children need to learn next and plan activities to support this. However, they do not always extend activities for children to ensure they get the most out of their learning. Despite this, children are keen to take part in the activities on offer. They roll out play dough and make prints of different animals as they push them into the dough. They name animals and staff talk to them about the different features they have.

Leaders identify ways to improve staff knowledge and skills. They provide regular supervision meetings and determine further training, which staff complete to support their practice. This is not yet fully implemented into practice with children. Therefore, children do not experience high-quality learning experiences as a result of this training.

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

- Leaders have designed a curriculum which builds on what children can do and need to learn next. They understand how to sequence children's learning so that children are prepared for the next stage in their learning.
- Staff plan activities based on what children need to learn next. Children are generally keen to join in with the activities on offer. Staff describe what they are doing. For example, as children draw pictures of animals, staff talk to them about what the animals look like and the sounds they make. However, as children begin to lose interest, staff do not always know how to extend children's learning further and prolong the time they spend at the activity.
- Children enjoy spending time outdoors. They explore the outdoor environment and benefit from opportunities to improve their physical skills. They learn to balance as they walk across beams and blocks. They learn about nature as they collect small creatures and house them in a clear tray. They watch as worms wriggle and snails move along the tray. Staff talk to them about what they eat and how to care for them.
- Leaders have started to address the improvements required since the last inspection relating to children's behaviour. Leaders implement new strategies when children display unwanted behaviour. However, not all staff respond in the

same way to children. This means that children are not yet receiving consistent messages about what is expected of them and how their behaviour impacts on others.

- Children with special educational needs and/or disabilities (SEND) are well supported. Delays in children's development are identified through assessment and acted on swiftly. The special educational needs and disabilities coordinator (SENDCo) works closely with parents to agree a plan of support. The SENDCo models strategies for staff so they know how to apply these with children.
- Parents talk fondly of the care their children experience. They comment on the support they receive from staff as a family and appreciate the communication they receive about their child's day at nursery. They talk about the progress their children have made, specifically with their speech and language development, and attribute this to the learning children have experienced at nursery.
- Leaders have an awareness of the improvements needed to provide high-quality learning for children. They have started to action improvements. They model new strategies to staff and have sourced external training for staff to support their practice. This is not yet being implemented into practice with children. Staff do not fully understand how to transfer what they have learned into what they do with children. This means that children do not always experience high-quality learning experiences.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders understand their safeguarding responsibilities. They can identify signs which may mean a child is at risk of harm. They know who they should go to if they are concerned about a child and understand the importance of sharing information. Staff complete safeguarding training which keeps their knowledge up to date of local procedures and leaders know what they should do if an allegation is made against a member of staff. Leaders and staff understand the importance of recording information about children and confidently explain what they know about a range of safeguarding matters.

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 effective coaching and mentoring to staff to help them understand how to extend children's learning even further. | 29/09/2023 |

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

- continue to improve staff understanding of how to implement behaviour management strategies consistently across the nursery
- improve the teaching of children so that they consistently experience high-quality learning experiences.

Setting details

| | |
|--|---|
| Unique reference number | EY546199 |
| Local authority | Wolverhampton |
| Inspection number | 10304180 |
| 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 | 41 |
| Number of children on roll | 68 |
| Name of registered person | Moonstone Day Care Limited |
| Registered person unique reference number | RP901777 |
| Telephone number | 01902 457 839 |
| Date of previous inspection | 17 January 2023 |

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 10 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and two at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Christine Ward

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.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and nominated individual 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 manager about the leadership and management of the setting.
- The SENDCo spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation of a group activity 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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