

Inspection of Moreton Hall Prepcare Nursery

Moreton Hall Preparatory School, Bury St. Edmunds IP32 7BJ

Inspection date: 12 December 2024

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	Good
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What is it like to attend this early years setting?

The provision is good

The settling-in process is tailored for individual children. Staff gather information from parents to help children settle into the setting. Each child is supported to settle gradually, and they settle well. Children are happy and content in this setting. They develop warm relationships with their key person. Staff are caring and sensitive when engaging in personal care. They encourage children to be independent. For example, children wash their own hands. They put spread on their own crackers. At mealtimes, children feed themselves. Staff teach children how to use knives and forks. Children pour their own drinks using small jugs.

Staff manage children's behaviour positively. They create specific songs that help children to manage their emotions. Staff model manners. They are firm but fair when managing children's behaviour. Children know the expectations for their behaviour. They are kind to each other and willingly share their toys. Staff get to know children well. They carry out assessments to identify any gaps in children's learning. Children with special educational needs and/or disabilities (SEND) are welcomed and included in all learning opportunities. Children from disadvantaged backgrounds receive the support they need. These children make good progress with their learning and development.

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

- Staff keep children safe in the setting and when out on visits. They share information with parents so that children can be kept safe when travelling in cars. Staff teach children to keep themselves safe. They talk to children about the importance of walking around the firepit during a forest-school session. Children enjoy freshly prepared nutritious meals. Mealtimes are social occasions. Children and staff sit together and talk about their experiences.
- There is strong support for children's communication and language. Staff carry out thorough assessments of children's language skills. They quickly identify children who need further help with their communication. They take swift action to help these children make progress. Children in all rooms participate in songs and stories. Children who speak English as an additional language have audio books with recorded words in their own language. These are shared with parents so that support can be consistent. This also helps staff ensure that all children have a voice.
- Staff support children's physical development. In the room for two-year-olds, children dance and climb on equipment. This helps them develop their large motor skills. Children enjoy exploring play dough and use scissors and glue to make collages. Babies learn that milk comes from cows. They squeeze plastic gloves filled with white paint, pretending it is milk. This helps them develop their fine motor skills. However, staff do not always use effective strategies to deepen

and consolidate children's learning.

- Children learn about the world around them. They decorate the Christmas trees in their rooms. Staff provide a wide range of extra-curricular activities, such as swimming and golf lessons. Children visit the pantomime and the local residential home. Pre-school children enjoy forest-school sessions. They make bird food and search for insects. Children travel on the bus to a local school for group play sessions. This helps them develop their confidence and social skills.
- Parents are happy with the care and education their children receive. They comment on the 'trusting and comfortable relationships' children build with their key persons. Staff provide families with support, such as a food bank and a library. They support parents with toilet training. Staff work closely with parents and other professionals to support children with SEND. They ensure information is shared so that children are kept safe and healthy.
- Leaders ensure new staff have a thorough induction into the setting. They have regular supervision meetings with staff. They support staff to access training. However, this is not always focused on developing the teaching skills of staff. Leaders support staff with their well-being. Staff feel well supported. Leaders evaluate their setting. They respond positively to feedback and take action to improve and develop their service.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to access professional development opportunities in order to develop confidence in their teaching skills and deepen and consolidate children's learning.

Setting details

Unique reference number	EY539554
Local authority	Suffolk
Inspection number	10367355
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	95
Name of registered person	Prepcare Day Nurseries Ltd.
Registered person unique reference number	RP539550
Telephone number	01284725259
Date of previous inspection	5 February 2019

Information about this early years setting

Moreton Hall Prepcare Nursery re-registered in 2016. It is one of five settings owned by the same provider. The nursery employs 15 members of childcare staff, 12 of whom hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for eligible children.

Information about this inspection

Inspector

Tracy Joyce

Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- 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 manager and the inspector carried out a joint observation during group time.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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