

# Moorland Nursery

Inspection report for early years provision

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**Unique reference number** EY421831  
**Inspection date** 30/11/2011  
**Inspector** Janet Singleton

**Setting address** Moorland School, Ribblesdale Avenue, CLITHEROE,  
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**Type of setting** Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Moorland Nursery was registered by the current owners in 2010 and has been in operation with previous owners since 1997. The nursery operates from the grounds of Moorland Private School Limited and provides care in the following areas, the nursery unit, the upper and lower pre-school, dining hall, assembly hall and sports hall. The nursery serves the local area and has strong links with the school. The nursery is accessible to all children and there is a fully enclosed area for each age range available for outdoor play.

The nursery opens Monday to Friday for 50 weeks of the year from 7.30am until 6pm with children able to attend for a variety of sessions. A maximum of 132 children may attend the nursery any one time. There are currently 124 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five to eight years. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides free early years entitlement for three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 25 members of childcare staff, of these, 1 holds an appropriate early years qualification at level 2, with most at a level 3. There are three staff who hold an appropriate early years qualification at a level 4, three at level 5 and a further two at a level 7. There is a member of staff with Qualified Teacher Status. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Practitioners promote children's learning with outstanding success as children move freely in a rich and stimulating environment. The setting's individual planning supports children in their learning, given their age and starting points. Practitioners have outstanding relationships with parents and good relationships with others. The superb learning environment is fully inclusive, safe and secure with high quality resources for children to use. Exceptional organisation of the policies and procedures support the safe and efficient management of the setting. The system for evaluating the quality of the provision is outstanding with clear plans for the future development.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensuring the newly implemented planning system is embedded consistently

throughout all areas of the nursery.

## **The effectiveness of leadership and management of the early years provision**

The arrangements for safeguarding are exemplary with robust procedures for vetting staff in place. These include criminal records check, references and checking qualifications to ensure the suitability of all adults are maintained. Staff are fully aware of their responsibility to safeguard children and are very confident of the action they must take should they have any concerns. Supporting policies are in place and staff are fully aware of how to access them. The arrangements for maintaining a secure and safe environment are exceptional and include meaningful risk assessments that are reviewed and change according to need. The nursery maintains all required documentation for the safe and efficient management of the setting, for example, checklists are completed daily regarding each of the play areas, the sleep areas and the monitoring children's personal needs. Supporting policies regarding behaviour, accident and medication procedures are all fully implemented, shared with parents and regularly reviewed.

Leaders and managers make exceptional use of the resources as children play and learn in a child centred and stimulating environment. The excellent organisation of the educational programme for children means that their individual needs and uniqueness is planned for. The management team's commitment and effectiveness in bringing about improvement and to improve outcomes for all children is demonstrated through their inspirational leadership. Regular meetings are held and training is promoted for all staff to increase their knowledge and skills. Feedback from the parents is sought and all suggestions for improvement are discussed and acted upon, if appropriate. This action ensures a reflective approach is taken to continually improve outcomes for all children, in order to narrow the achievement gap.

Equality and diversity is supported through comprehensive documentation and the involvement of parents and other agencies in identifying children's individual needs. The displaying of high quality posters reflecting a wide range of the differences and similarities of people means that children are surrounded with a considerable range of very positive images of diversity. The family notice boards with pictures of the children's own families contribute to them feeling involved and valued adding to their feelings of security and being safe. Parents contribute to their child's assessment and the exceptional home communication books provide feedback to what is taking place with the child at home. This information is used to meet the individual needs of the children and identify the progress they make whilst at home. Partnership with others are good with procedures in place to support those children who may attend other settings. The organisation of the highly stimulating and welcoming environment, the rich and varied educational programme and the excellent staff deployment means that children are extremely well supported, inspired and challenged in their play.

## **The quality and standards of the early years provision and outcomes for children**

Practitioners have an excellent knowledge of the Early Years Foundation Stage, which they use to plan an exceptional educational programme. The key worker observations and assessments promote children's learning, as they use their highly effective skills to watch and interpret children's development. This comprehensive information is used to identify children's progress against the six areas of learning and is used to guide planning and provide highly appropriate challenges. However, the recent change to the planning is not consistently implemented. Children's interests are used to encourage them to take part in all areas of play, for example, the construction and building resources are being enhanced and developed to encourage boys to write more and practise their skills in mark making.

Through the completion of comprehensive personal details on the children, staff are able to follow their own routines from home and for the babies. This means that their individual bodily rhythms for sleeping are adhered to. The completion of a baseline assessment to identify the child's individual development stages and their immediate needs ensure any plans for their future development is clearly based on a comprehensive assessment of their individual needs. As a result, key workers have exceptional knowledge of their children in their group to provide for their unique needs. Outstanding home links, for example, parental comments book, comments on their assessment, parents' evening and key worker meetings provides a fully inclusive setting. Home link boards on which the children display pictures of their family, adds to their sense of belonging and feelings of security whilst at the setting.

Children are very enthusiastic as they confidently make choices and readily use the resources to enhance their own play, for example, the children use the sand, obtain resources for playing in the malleable area and venture into the book area. They are making outstanding progress, as they are very confident, involve themselves in the activities and choose what they want to do. They confidently approach and include staff in their play when making cakes in the role play, shaping the dough, placing their cakes in the tray and putting them in the play oven to cook. They talk constantly regarding their play and describe what they are doing. They are confident assured children, who feel secure and happy in the nursery.

The babies are enthralled sitting in the messy area and climbing into the messy tray to experience the feel of the cereal with their whole body. They watch closely as the dry cereals stick to their hands and then carefully pull them off, watching and assessing what is taking place. The staff extends the activity tilting the tray to allow the product to run freely. The children are fascinated and watch with awe, resulting in one child attempting this as they make the connection in the cause and effect of tilting the tray and watching the cereal roll together. Children bounce, jump and practise their physical skills in the soft play, they enjoy leaping off the higher resources and are confident of exploring what they can do as they laugh, giggle and move freely and confidently testing their skill in a safe environment.

Children paint their feet and hands as they make their reindeer pictures being actively involved and enthralled in the activity. They wash their own feet with support, dry their hands and take control of what they are doing, as they develop their independence and self-help skills. They are exceptionally well engaged in their activity, they play in the role play and they readily talk about what is happening with their play. Numbers and problem solving are introduced at all levels with staff making excellent use of the asking open-ended questions. Children draw faces and paint pictures, when asked if they want to write their names they pick up the pencil and begin writing their names, forming most letters correctly, as they develop their writing skills.

Staff encourage children to develop very good habits and superb behaviours to enable them to become active learners. They are extremely well behaved with clear boundaries in place. Through observing exemplary hygiene practices with staff and taking part in planned topics to develop their understanding, they learn about their bodies and how to make healthy choices. Excellent routines for daily tasks assist children in feeling relaxed and secure within the safe environment. They are all included and are able to make excellent choices. They are recognised for their uniqueness, demonstrated through observation, planning and next step record in their scrapbook, this being a record of their achievement. Overall, children play and learn in highly beneficial environment that develops excellent attitudes to learning and encourages all to become active and interested learners.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met