

New Moon Nursery

Inspection report for early years provision

Unique reference number EY417873
Inspection date 12/01/2012
Inspector Thecla Grant

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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

New Moon Nursery is a limited company. It was registered in 2010 and operates from a converted detached house standing in its own grounds, with eight playrooms over three levels to cater for children of different ages. The nursery is situated in a residential area of Glasshoughton, Castleford, serves the local and surrounding community and offers after school care.

The nursery is opened Monday to Friday from 8am to 6pm for 52 weeks of the year and children attend for a variety of sessions. A maximum of 30 children may attend the nursery at any one time. There are currently 36 children aged from birth to under five years on roll, some in part-time places. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs nine members of staff, including the manager, most of whom hold appropriate early years qualifications to at least level 2. The manager holds a recognised teaching qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The provision satisfactorily supports children so that no group or individual is disadvantaged. General systems are in place to monitor and assess the children's learning and development. Planning is also in place but does not include children's interests. Clear arrangements exist to promote children's welfare, and systems in place for safeguarding are satisfactory. Paperwork in place includes the policies and procedures of the setting. The provision works in partnership with parents, and systems in place to work with others are developing. The provision's capacity to maintain continuous improvement is suitable.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- take steps to prevent intruders entering the premises (Premises, environment and equipment). 12/01/2012

To further improve the early years provision the registered person should:

- make sure challenges and methods used support children's learning and development
- observe children to find out what they are interested in and can do, and analyse observations to highlight children's achievement or their need for

- further support
- involve parents as part of the ongoing observation and assessment process.

The effectiveness of leadership and management of the early years provision

Practitioners have a clear knowledge of the signs and symptoms of abuse and effective procedures are in place for identifying any child at risk of harm. Practitioners have a clear understanding of who the safeguarding coordinator is and children are safeguarded by effective vetting procedures. All fire prevention equipment is in place and the emergency procedures are practised regularly with the children. Practitioners constantly use risk assessments as a working document to make sure the children are safe and secure while attending the setting. For example, appropriate safety equipment is used when taking children on outings and the main entrance to the setting is locked. However, on the day of inspection the inspector was able to enter the rear of the building from the car park independently. This is a breach of specific legal requirement.

Leaders and managers are motivated to seek further improvement and have implemented systems to monitor the setting. These include staff supervision and meetings, where discussions are based on areas of improvements and plans for the future. Through this they have identified areas of weakness, such as the need to develop staff training and resources for children with special educational needs and/or disabilities. Parents are aware of the policies and procedures of the setting and the assessment and observation process. However, they are not effectively involved as part of their children's ongoing observation and assessment. Although systems are in place for parents to become involved in the evaluation of the setting, this is not consistently encouraged. As a result, outcomes for children are inconsistent

Practitioners suitably use the space provided to develop children's learning. They make sure they have enough space to move around and access a free flow of activities and resources. Toys and equipment available are appropriate for the ages of the children and offer enough challenge. Although an outdoor play area is not available for the children, they are taken for walks to the park and the local area. Practitioners show an acceptable commitment to improving their professional development. For example, most have completed a course in safeguarding children and hold a current paediatric first aid certificate. Some have also attended training in diversity. Systems are also in place to promote communication through sign language. Practitioners promote diversity through the provision of toys and equipment that positively reflect the local community. These are easily accessible to the children. Leaders and managers also work with others who provide the Early Years Foundation Stage, such as the local authority and teachers, to extend children's learning.

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

Practitioners have suitable knowledge of the Early Years Foundation Stage. They appropriately support the children by providing an enjoyable learning environment for them to make steady progress in their development. Children under two make continuous progress in communication, language and literacy through song and constant communication from practitioners to develop their vocabulary. Children over two enjoy listening to stories and choose their favourite book, which they re-tell as they look at the illustrations. Although practitioners suitably develop children's communication skills, challenges set and methods used to through activities do not effectively extend their thinking ability. As a result, children are not given children ample opportunities to extend their spoken communication. Lots of opportunities are provided for children to develop their investigation skills and learn about differences through the provision of mechanical toys and resources which positively reflect the diversity of the local community. Children are confident, happy and settled. They know the routine and enjoy their time at the setting.

Children move freely with pleasure and confidence as they explore their environment. They have plenty of opportunities to crawl and pull themselves up to a standing position. Children also enjoy inventing new ways to slide down the slide. As they jump on the trampoline they show off their skills to the practitioners. Children happily jump into the ball pool, and while there they learn about different colours. There are plenty of opportunities for the children to promote their problem-solving, reasoning and numeric skills through the routine of the day and activities provided. Young children begin to pretend play while in the home corner, for example, they push the vacuum cleaner and select the spoons and cups. Information from observations and assessments is used to move children on to the next steps in their learning and linked to the areas of learning. However, this is not consistently analysed to identify the children's interests, which are therefore not implemented in the planning. Further to this, themes are not effectively introduced with the children.

Practitioners take effective steps to prevent the spread of infection. For example, they wipe children's noses and use sanitising gel after each nappy change. They also make sure the surfaces are clean before setting the tables for meals. Children's hands are wiped before snack time and written and pictorial signs are displayed to remind children to wash their hands after using the toilet. As a result, children are beginning to develop an understanding about healthy lifestyles. Practitioners constantly promote the safety of the children. They lock the safety gates when leaving each floor and make sure hazards are out of reach of children. They also encourage children to help to tidy away the toys to prevent trip hazards. Therefore, children are developing a sense of how to stay safe within the setting. Older children also have an awareness of road safety and what to do in an emergency.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 12/01/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 12/01/2012