

# New Moon Nursery

The Manse, 25 Barnes Road, CASTLEFORD, West Yorkshire, WF10 5AB

<b>Inspection date</b>	15/08/2014
Previous inspection date	17/02/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Practitioners provide a wide selection of resources and activities around the rooms so that children have good opportunities to make their own choices in play. As a result, children are happy, busy, enthusiastic and confident learners.
- Practitioners have close relationships with children and they make effective use of observation and assessment to plan for their individual learning needs.
- Transition arrangements and partnerships with parents are effective. As a result, practitioners meet children's needs and they support children to approach their next stage in learning with confidence, such as moving rooms or starting school.
- Practitioners are fully aware of their safeguarding responsibilities so that they keep children safe, for example, dealing with child protection concerns and maintaining a safe environment through risk assessments and good supervision.
- Practitioners receive regular support, guidance and coaching to support their personal effectiveness. This means they are confident and keen to improve, resulting in them setting high expectations for themselves and children.

### It is not yet outstanding because

- Practitioners are not always consistently planning a broad range of highly stimulating, rich and varied experiences to challenge children's learning outdoors.
- Practitioners are not maximising on all opportunities to support children in developing high levels of self-control and independence.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities for all age groups in all play rooms.
- The inspector spoke with the deputy managers and other practitioners at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.  
The inspector checked evidence of the suitability and qualifications of practitioners working with children and she discussed the provider's self-evaluation and improvement plans.
- The inspector took account of the views of parents and carers spoken to on the day and from information in the provider's documentation.
- The inspector conducted a joint observation with the deputy managers.

## Inspector

Helen Blackburn

## Full report

### Information about the setting

New Moon Nursery registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and is managed by New Moon Nurseries Limited. It operates from a converted house in the Castleford area of West Yorkshire. Children are cared for in eight rooms, over three floors, dependant on their ages. The nursery serves the local and wider area and is accessible to all children. The nursery opens Monday to Friday, from 8am to 6pm, all year round. Children attend a variety of sessions. There are currently 58 children in the early years age range on roll. The nursery supports a number of children who speak English as an additional language. There are currently 13 practitioners working directly with children. Of these, 11 have an appropriate early years qualification, including one with Qualified Teacher Status.

### What the setting needs to do to improve further

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

- enhance planning for outdoor learning so that children consistently access a broad range of highly stimulating, challenging, exciting and rich learning experiences to support their individual learning needs when on outings or experiencing outdoor activities
- make even better use of lunchtime to support children in developing an excellent understanding how to manage risk and challenges, so that they develop high levels of self-control and independence skills relative to their age, for example, by supporting children to serve their own meals and drinks.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Since the last inspection, management and practitioners have worked very closely with representatives from the local authority. This has had a significant impact on children's learning experiences. This is because practitioners are more confident and secure in their understanding of how young children learn and develop. As a result, the quality of teaching is good. Practitioners are actively involved in children's play and they understand the importance of using open-ended questions, so that they encourage children to be active learners who think critically. Children are willing to try new things, eager to solve problems and work things out for themselves. For example, younger children work out where to place the wooden blocks so that they create ramps and roads for their vehicles. Changes to planning, observation and assessment arrangements ensure practitioners support children in making good progress in their learning and readiness for school. Practitioners regularly observe children and they use the information to assess children's

abilities and progress. This contributes to them accurately identify children's next steps in learning. They confidently explain how they link these, alongside children's interests into the weekly planning. Therefore, supporting individual children's learning needs.

The learning environment for children is welcoming. Practitioners effectively organise a wide range of resources and activities around the rooms. Children access these independently and this results in them being busy and enthusiastic learners, because they make their own choices in play. Practitioners utilise outings to overcome not having access to an outdoor area, for example, they take children on walks, picnics and mini-beast hunts, so that they experience outdoor activities. However, these mainly focus on accessing fresh air and exercise. Therefore, when planning outdoor activities, practitioners are not always consistently providing children with a broad range of challenging, rich and varied experiences across all areas of learning. Babies and young children enjoy exploring different textures, media and materials, and by adding different herbs and spices to the water, older children experience different smells. Older children enjoy being creative and using their imagination. For example, they dress up, design and create different structures with the crates and talk about going into the future during role-play activities. In addition, younger children pretend to put out the fires, climbing the ladders and using the hose to squirt the water at the fire. These experiences effectively promote children's development in expressive arts and design. Practitioners skilfully support children's communication and language skills. They provide narratives for babies and through questioning; they encourage older children to engage in everyday conversations. This includes planning activities to support children who speak English as an additional language. As a result, children are keen to share their experiences and talk about the things they enjoy. Children engage in a good range of activities that promote their early literacy skills. For example, young children make marks with paint and older children enjoy a range of sound and letter activities. For example, they sound out letters during songs and enjoy writing letters on their card as they look around the room for items that begin with certain letters. Children have good opportunities to access resources that promote their development in understanding the world. Older children learn about the life cycle of caterpillars, showing great enthusiasm and eagerness to talk about the differences they see in the caterpillars they are observing in nursery. In addition, babies and younger children enjoy playing with resources that promote their early understanding of how things work. For example, they lift flaps, twist knobs and press buttons to make their toys work. Practitioners encourage children to learn about numbers from an early age through counting in everyday situations and through songs and rhymes. In addition, through sand and water activities, children learn about volume, using words such as full, empty, and they learn about size and other mathematical concepts. These experiences effectively promote children's development in mathematics.

Practitioners have good relationships with parents. Since the last inspection, practitioners have taken positive steps to improve information sharing and communication with parents about their children's learning. Parents are fully aware of the service and education in place for their children through discussions, noticeboards, open days, newsletters, policies and procedures. Practitioners regularly discuss and share children's progress records with parents. This includes using 'What I am interested in at nursery and home' forms and updating 'All about me' forms with parents on a regular basis. Therefore, when planning for children's needs it accurately reflects children's learning and development both at

home and nursery.

### **The contribution of the early years provision to the well-being of children**

Relationships between children and practitioners are good. Transition arrangements are effective and contribute effectively to meeting children's needs. During settling-in visits, key persons spend time building up positive attachments and relationships with children. They ensure they discuss and gather relevant information from parents about children's care arrangements. This includes using 'All about me' booklets to find out about children's starting points in relation to their progress. This promotes continuity for children, which means the transition between home and the nursery is a smooth process for them. In addition, practitioners are mindful of children's emotional well-being when settling children into new rooms. For example, children go on visits before starting in their new room and existing key persons hold a meeting with new key persons and parents to ensure everyone is involved in the process. These positive relationships, effective transition arrangements and information sharing with parents, mean that children feel safe and emotionally secure in the practitioners' care. Therefore, children are happy and they make good progress in their personal, social and emotional development. This contributes to children acquiring the skills they need to support their future learning, such as having the confidence to embrace change, such as starting school.

Practitioners provide a clean and safe environment for children to play. They do this successfully because they effectively deploy themselves around the nursery so that they supervise children's play. In addition, they carry out daily safety checks and they conduct regular risk assessments to ensure they minimise the risk of accidents and injury. Children have a good understanding of ways in which they can keep themselves safe. For example, when they go on outings, children discuss safe ways to cross the road. Children are confident and have high self-esteem because practitioners praise their achievements. In addition, they record older children's successes on a wall display. Practitioners manage children's behaviour well; they set clear boundaries and expectations and they encourage children to share and take turns. As a result, children behave well and they develop cooperative and positive relationships with others.

Practitioners' approach to promoting children's health and well-being is good. They provide a varied range of healthy meals and snacks so that children enjoy the benefits of making good food choices. Through everyday routines, such as hand washing, children learn about the importance of effective hygiene practices, which includes older children talking about having clean hands. This contributes to promoting children's awareness of effective personal hygiene routines. Children have good opportunities to self-serve their own meals and drinks during breakfast, however, practitioners do not always promote this practice at lunchtime. Therefore, they are not always maximising on all opportunities to support children to develop higher levels of self-control, risk taking, independence and self-care skills at this time. Due to planning constraints, there is no outdoor play area at the nursery. However, practitioners work hard to overcome these barriers. They plan daily outings so children enjoy the benefits of playing in the fresh air. In addition, through outings to the park, walks and making use of the local field, children engage in physical

activities, such as climbing, running and jumping. In addition, when inside the nursery, children take part in 'Wake up, shake up' activities. This effectively supports their physical development and promotes their awareness of leading a healthy lifestyle.

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

Since the last inspection by Ofsted, where the nursery received a number of actions to improve, followed by a subsequent monitoring visit and a number of support visits by local authority representative, the nursery has made significant changes. This has had a substantial impact on the service and on practitioners' understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All practitioners complete safeguarding training. This contributes to them having a good awareness of the potential signs of abuse and neglect and the procedures for reporting concerns. Practitioners effectively implement a wide range of policies and procedures that contribute to keeping children safe. These include, adhering to effective food hygiene procedures, safe administration of medication and maintaining records relating to accidents and injury.

Improvements to the recruitment, vetting and performance management arrangements mean that robust systems are in place to ensure practitioners are suitable to work with children. For example, detailed induction programmes, which routinely include food hygiene and safeguarding training, ensure all practitioners understand their role and responsibilities. In addition, significant changes to the performance management arrangements mean strategies for improving practitioners' personal effectiveness are good. This includes reorganisation of the management structure, increased frequency of supervisions and regular observations of the quality of teaching. This contributes to practitioners receiving the support, training and coaching they need. As a result, practitioners are confident in their roles, they know what management expects of them and they are keen to improve, so that they promote high expectations for themselves and children. Since the last inspection, managers, leaders and practitioners have worked hard to address the actions raised. This includes successfully improving the monitoring and assessment systems, so that practitioners accurately assess children's progress. Practitioners are more proactive in making use of self-evaluation, action planning and having discussions and meetings with local authority representatives as a way to monitor, improve and sustain the quality of the provision.

Practitioners have good relationships with parents. Discussions with a selection of parents and information from parental surveys establish that they are happy with the care their children receive. They say they have complete trust in practitioners safeguarding their children and keeping them safe. They express how they like the homely feel of the nursery and they say practitioners regularly update them on their children's progress. Furthermore, they say practitioners welcome their ideas when planning for their children's learning. Practitioners' relationships with other professionals, settings and agencies involved in children's learning and care are good. They share good information with local schools to promote continuity in children's learning. In addition, they fully understand the

importance of working in partnership with external agencies to ensure they tailor any plans to meet the needs of children with special educational needs and/or disabilities. This contributes to narrowing any gaps in children's learning, given their starting points.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY417873
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	967636
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	58
<b>Name of provider</b>	New Moon Nurseries Limited
<b>Date of previous inspection</b>	17/02/2014
<b>Telephone number</b>	01977557500

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

