

Moreton Hall Prepcare Nursery

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



Inspection date	5 February 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff have strong relationships with each other and they work well as a team. They are good role models to the children and are calm and sensitive towards their needs. This supports children to behave well and promotes their emotional well-being.
- Teaching is good. Staff skilfully interact with children to extend and challenge their play and learning. This means that all children are developing their communication and language skills.
- Staff manage children's transitions very well. They work effectively with each other, and with parents, to help ensure children's care and learning needs are consistently met.
- Children are independent. They help to conduct risk assessments. Older children demonstrate a good understanding of how to keep their room safe. For example, they check that the taps are turned off and that the floor is clear of trip hazards.
- The manager is passionate about her role and demonstrates a good understanding of the nursery's strengths and areas for development. This drives ongoing improvement.
- The monitoring of assessments of some children is not rigorous enough to consistently secure the best possible outcomes for all children.
- Occasionally, group activities do not meet the learning needs of all children.
- Staff supervision is not precisely focused on raising the quality of practice to an even higher level.

What the setting needs to do to improve further

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

- embed monitoring practices to ensure that children's assessments are clearly understood by all staff so they can track children's progress and target the teaching even more precisely
- sharpen the planning of group activities to take better account of children's individual learning needs
- strengthen procedures for the supervision and monitoring of staff to focus more precisely on raising the quality of their practice to an even higher level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children throughout the inspection.
- The inspector took account of the views of parents through verbal discussion and reading the written feedback provided.
- The inspector completed a joint observation with the nursery manager.

Inspector

Jemma Hudson

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. There is a comprehensive understanding of child protection issues among the staff team. They know how to respond to any concerns about a child's welfare and who to contact should they have concerns. Regular training helps staff to keep their safeguarding knowledge updated. There are good procedures in place to ensure the suitability of staff. Staff form good relationships with parents. They share information to promote a consistent approach to supporting children's learning. Strategies such as online learning journeys enable parents to understand how they can help their children at home.

Quality of teaching, learning and assessment is good

Children are well supported in their overall development. Staff plan an interesting range of challenging activities that take into account children's interests and next steps in learning. Babies enjoy exploring a range of sensory activities, such as paint. They are developing their physical skills as they successfully climb the steps of the slide. Toddlers enjoy looking at books and listening to their favourite stories. They enthusiastically sing songs and number rhymes. This is one of the ways that their mathematical development is well supported. Older children are developing an understanding of the wider world. Staff talk to them about Chinese New Year and they have the opportunity to use chopsticks.

Personal development, behaviour and welfare are good

Children are confident and happy. They develop strong attachments to the staff caring for them and build secure friendships with their peers. This supports children's emotional well-being. Children have good opportunities to learn about the importance of healthy lifestyles. Meals and snacks are nutritious and children enjoy this social time when they can sit and chat with staff and friends. Children are able to follow routines well. They know about handwashing before meals and are as independent as possible according to their stage of development. Children enjoy fresh air and exercise as they go outside on a regular basis. This helps to promote their physical health and well-being effectively. Children have many opportunities to learn about their local community. For example, staff arrange regular visits to a nearby residential home where children talk to the residents and share books with them.

Outcomes for children are good

All children make good progress. Children are confident and motivated to learn. They develop curiosity about the world around them and communicate confidently with adults and children alike. Older children learn to write their name and learn about letters and the sounds they make. They develop a good range of skills which prepare them well for their future learning.

Setting details

Unique reference number	EY539554
Local authority	Suffolk
Inspection number	10079848
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	0 - 4
Total number of places	60
Number of children on roll	72
Name of registered person	Prepcare Day Nurseries Ltd.
Registered person unique reference number	RP539550
Date of previous inspection	Not applicable
Telephone number	01284725259

Moreton Hall Prepcare Nursery re-registered in 2016. It is one of five settings owned by the same provider. The nursery employs 13 members of childcare staff, all 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.

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