

Moorland Childhood Centre

Inspection report for early years provision

Unique Reference Number	EY270085
Inspection date	11 March 2008
Inspector	Elaine Douglas
Setting Address	Little Orchard, Exeter Road, South Brent, Devon, TQ10 9JP
Telephone number	01364 72040
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Registered person	Moorland Childhood Centre
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Moorland Childhood Centre is a privately owned nursery. It opened in 2003 and operates from a converted private home. One of the owners lives with her family on the first floor which has its own entrance and is totally private. Children have the use of the ground floor which consists of five interlinking rooms with partitions that can be open or closed to provide combinations of one to five rooms with different curricular areas. There is a kitchen, laundry room, staffroom, adult toilet, children's toilets and storage areas. It is situated in South Brent between Totnes and Ivybridge. A maximum of 27 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to a large, level enclosed garden with lawn, kitchen garden and pond which is fenced off.

There are currently 54 children aged from two to under eight years on roll. Of these, 38 children receive funding for early education. Children come from a wide geographical area. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery is owned by a qualified teacher and nursery nurse. They employ seven members of staff. Of these, three hold a level 3 early years qualification and one holds a level 6 qualification and one member of staff is working towards a level 3 qualification. Advice and support is gained from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's health is protected by excellent hygiene procedures. Rooms are regulated at an appropriate temperature and windows are opened to circulate fresh air. Staff wear disposable gloves and aprons to serve lunch and to change nappies, to prevent cross contamination. The animals are kept healthy and children follow good procedures when handling them. All staff hold a first aid qualification and there is a good supply of first aid equipment. Accidents and any medication required are well documented and very good first aid and emergency procedures include consent from parents. Children play in clean premises and staff follow highly effective procedures to ensure high standards of hygiene are maintained.

Children enjoy an excellent range of nutritional snacks, for example, apple and cheese, bread sticks and dips or malt loaf. They are able to choose when to have their snack and can help themselves to milk or water. Home-cooked lunches consist of lamb goulash and seasonal vegetables, lasagne and salad, sweet and sour pork with noodles or home-made soup and rolls, for example. Consequently, children learn to make healthy choices.

Children have daily opportunities to enjoy being outside whatever the weather. They look after the animals, plant their own vegetables and use the climbing equipment. Children develop an excellent awareness of healthy practices. They change their shoes inside to keep the floors and carpets clean. They independently wash their hands before eating and after using the toilet. When asked during an activity why we need water, one child replies 'to wash away the germs and not get dehydrated'. Children comment that you cannot see germs but they can make you ill and our bodies need exercise to stay healthy. Visitors to the group, for example, a dentist, support children's understanding of keeping healthy and children are aware of dressing appropriately according to the weather. They are reminded to put their hand over their mouth when coughing or sneezing and not to touch their hair or nose while eating. Children develop excellent coordination and large muscles skills through balancing on posts, walking on a rope bridge, digging a trench, cycling, swinging, climbing ladders and balancing on different parts of their body.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are kept safe and secure through vigilant supervision and procedures. The inner and outer doors are kept locked and a visual monitor used to identify visitors. Excellent risk assessments identify any potential hazards and the actions required to minimise them. Children have very good space both inside and outside. The five interlinking rooms provide good open plan areas or the large doors can be closed to provide smaller rooms. In all areas children are able to access an abundant range of highly stimulating resources, which are developmentally appropriate and suitably challenging.

Children develop a superb awareness of keeping themselves safe. They regularly take part in practising the emergency evacuation procedures. They wear fluorescent jackets and understand road safety when walking around the village. They safely learn to use a range of tools and equipment through their daily activities and routines.

Children's welfare is safeguarded by the staff's exemplary knowledge of child protection issues, recording existing injuries and procedures for reporting concerns. Most staff have attended advanced training in child protection and excellent guidance is in place for reference. Very good procedures are in place in the event of a child being lost or uncollected.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children under three years benefit significantly from the staff's training and knowledge of the Birth to three matters framework. Children are skilfully supported in taking part in all the activities. Staff know the children well and are able to adapt the activities according to the children's ability. Younger children have excellent opportunities to explore treasure baskets, use all their senses and explore their creativity. Appropriate grouping of the children during some activities, such as story-time, allows the staff to ensure it is relevant, so children remain interested and motivated to learn.

Nursery education

The quality of teaching and learning is outstanding. Staff have an excellent knowledge of the Foundation Stage curriculum and that the children's involvement in the activities is more important than the finished product. They provide excellent opportunities for the children to have first hand experiences and practise new skills. Careful observation enables them to provide effective learning experiences to build on children's individual abilities. Children self regulate how many can use an activity at one time by placing their name on the four hooks available, if they are full they come back later. Consequently, there is an extremely calm, busy environment where children work together harmoniously. Staff are exceptionally well deployed to support each of the learning areas. Low-level storage and resources empower children to make choices and extend activities. Consequently, children are highly motivated and enthusiastically take part in all activities.

Children benefit from consistently high quality interaction from staff. They ask very good open-ended questions to encourage children to reflect on their learning. For example, when the children say it is windy a member of staff asks how they know the wind is there. The children respond by saying the trees move and you can feel it. Children are encouraged to do as much as possible for themselves during all stages of activities and daily routines. They are encouraged to make predictions and then find out if they are right by practical activities. For example, they guess how many pieces of newspaper they will need to cover the art table and then count them once they are in place. One child requests pink paint and the member of staff asks how they could make it, when the child suggests red and purple she is given the colours to try, when this doesn't work the member of staff asks if pink is lighter or darker than red, this leads the child to realise they need to add white to red. She is delighted when this works.

Children's development is recorded in their 'learning journey' book which uses documented evidence, photographs and samples of children's achievements. Their development is monitored using the early learning goals and the group have already started using the new Early Years Foundation Stage. Each child's keyworker identifies the next stages of development and informs

all members of staff. The outside area is organised exceptionally well to provide a complimentary learning environment. Children care for the kitchen garden and the animals both inside and outside.

Children are extremely confident and engage in conversations with each other and the staff. The environment is rich with words so the older and more able children already recognise simple words. They find their names and the days of the week by sounding out the letters. Children thoroughly enjoy stories and have an excellent awareness of the structure of books. They know the author writes the book and the illustrator draws the pictures. They know a speech bubble means someone is talking and understand that a thought bubble means they are not talking out loud. Staff skilfully make good use of all activities to encourage children's development in mathematics. The older and more able children recognise the difference between a word and a numeral. They count small sets of numbers and know how many they have altogether.

Children notice wet and dry ingredients when cooking and describe the changes it goes through. They competently use everyday technology, such as the tape recorder and digital camera. For example, one child takes a photograph of some other children pretending to go on an outing. They are then able to get the picture on the screen to show to the children. Children's creativity is explored through listening to different style music and engaging in imaginative role play. Their access to a wide range of art and craft resources allows them to create their own designs in two and three dimensions. A younger child playing with bricks says they have built an arena for the gladiators. A member of staff extends this by asking if they would like some people and an older child gets them for them to use. Children make rapid progress towards the early learning goals considering their abilities and starting point.

Helping children make a positive contribution

The provision is outstanding.

Children gain an excellent awareness of expectations through consistent, appropriate behaviour management strategies. For example, children know it is time to tidy up when the music begins. Staff sensitively remind children to use their words and not actions when they are unhappy about something. Consequently, children's behaviour is exemplary and they learn to manage their own behaviour. Children are praised for good listening and staff provide exemplary role models by listening to children and valuing their contributions. Children are extremely polite and thank each other for being helpful. For example, several children without any prompting thank those who have helped make the bread rolls for lunch. Lunch is extremely social with napkins and flowers on the table, and the children wait until everyone is served before eating.

Children learn at their own pace and are empowered to make choices. Children with learning difficulties and/or disabilities are very effectively supported. Staff work closely with their parents and outside agencies to provide appropriate care and ensure the setting meets their individual needs. Staff ensure children can be as independent as they are able, while remaining safe. Children are extremely confident and settle quickly on arrival. Those who arrive late are supported in quickly settling to an activity.

Children gain a very good knowledge of people's differences, through accessing a wide range of positive images, celebrating cultural festivals and having visitors to the setting from different backgrounds. Activities promote awareness and prompt conversations, for example, making a native American tepee. Very good information is obtained from parents to enable staff to meet all the children's individual needs. Spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is outstanding. Well documented information is provided on the Foundation Stage curriculum and how it is implemented, the role of the keyworker, the policies and procedures, and their child's development. A regular parents' evening provides opportunities for staff and parents to share information, as well as regular newsletters, a web site and the parents' notice board. Parents are invited to contribute to their child's development file and attend curriculum meetings, where staff explain and demonstrate how their children learn in the Foundation Stage.

Organisation

The organisation is outstanding.

Children's care, welfare and learning is promoted exceptionally well through the excellent organisation of the premises, time and documentation. Children move freely around the individual areas which are extremely well organised to enable children to benefit significantly from accessing resources and support, through the excellent deployment of staff. For example, inside there is a music area, technology area, dramatic play area, investigation area, cafe area and book corner. The kitchen is used for cookery and for the children to help with food preparation. Outside there is a pond area, bird table and nesting area, kitchen garden, flower garden, animals and large physical equipment.

Children, staff and visitors' attendance is accurately recorded. Children's personal information and documentation is stored confidentially. The operational plan, policies and procedures are relevant to the setting and provide a working document to enable staff to provide high-quality care.

Children are cared for by experienced, qualified staff who continue to update their knowledge and rigorous checks are made to ensure only suitable personnel are employed. Excellent induction procedures ensure staff are clear of their roles and responsibilities. Some staff have designated responsibilities to provide support and guidance to other members. The setting meets the needs of the range of children for whom it provides.

The leadership and management of the nursery education is outstanding. The joint lead practitioners have defined roles so the children, staff and parents benefit from their individual expertise. Excellent systems monitor the quality of teaching. For example, each term appraisals are used to recognise success and discuss development. Constant evaluation of practice ensures ongoing improvements. The managers steer the work of the setting, provide excellent role models and lead a dedicated, experienced team.

Improvements since the last inspection

At the last inspection the group was asked to provide activities to develop children's awareness of cultures and beliefs of others and to increase the opportunities for children to discuss significant events.

Since that inspection staff have attended training and the group has purchased books and artefacts which promote children's awareness of people's differences. The group now plan opportunities during routines and circle time for children to discuss significant events in their lives. This helps to develop children's knowledge and understanding of the world.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk