

# Moreton Hall Prepcare Nursery

Moreton Hall Preparatory School, Mount Road, BURY ST. EDMUNDS, Suffolk, IP32 7BJ

## Inspection date

20/11/2014

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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

- Partnerships with parents are well developed and staff continue to promote these as their child's key person. Information is shared effectively, both through daily discussion and written documentation about their child's day, learning and development.
- Children feel safe and are happy in this warm and welcoming nursery. They develop secure emotional attachments to staff. Safeguarding is given high priority and staff are confident to report concerns.
- Management and staff are committed to continuous improvement. Good systems are in place to monitor the quality of the nursery and staff are enthusiastic and motivated. As a result, children's care and learning is promoted well.
- Children behave very well. Staff act as good role models and consistent boundaries are in place, to help children know what is expected of them.

### It is not yet outstanding because

- Staff do not always maximise opportunities to extend children's learning further and to the next level during adult-led activities.
- Children become restless because some routine times are not organised well, such as when younger children are sitting at the table waiting for lunch to arrive.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in each of the nursery playrooms, the school sports hall and the garden.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the nursery manager.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector spoke to parents and took account of written comments in questionnaires.

## Inspector

Jacqueline Mason

## Full report

### Information about the setting

Moreton Hall Prepcare Nursery was registered in 2011 and is on the Early Years Register and the compulsory part of the Childcare Register. It operates from classrooms adjoined to Moreton Hall Preparatory School in Bury-St-Edmunds, Suffolk. There is an enclosed area available for outdoor play. The nursery is privately owned and managed. It serves the local area and is accessible to all children. The nursery employs 18 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6. All other staff are qualified to at least level 3. The nursery opens from Monday to Friday, all year round, except for bank holidays. It is open from 8am to 6pm. Children attend for a variety of sessions. There are currently 113 children on roll; 111 of whom are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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

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

- focus more closely on maximising opportunities to extend children's learning further, with regard to the quality of conversations with them and allowing them to continue to explore and investigate once an adult-led activity has finished
- strengthen the organisation of routine times, such as when children are sitting at the table waiting for lunch to arrive, to prevent children from becoming restless.

## Inspection judgements

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

Staff gather useful information from parents when children first start at the nursery, through discussion and completing an information booklet. This helps staff identify children's starting points and means they are able to plan for children's continuing progress immediately when they start to attend. Staff undertake observations of children as they play and keep a record of these, along with photographic evidence. Observations are evaluated, to identify children's interests and the next steps in their learning. These are reflected in the planning to meet the unique needs of every child, ensuring that they make the best progress that they can in their learning and development. Parents contribute to the written records of their children's learning and their comments are used when planning for children's next steps. Staff track children's development effectively across the areas of learning. This means that any gaps in children's learning are quickly identified and managed. The progress check for children between the ages of two and three years is carried out efficiently and this is shared with parents. Parents are actively encouraged to be involved in their children's learning in the nursery and at home. For

example, they are encouraged to contribute to written records about their children's learning, and come into the nursery to talk about their hobbies, professions and cultural celebrations.

Children are supported well, to become enthusiastic learners and be ready for the next stage in their learning, such as moving on to school. Their transition to school is managed well and there are very good links with the school to which this nursery is attached. For example, children go to the school hall for physical education lessons with sports staff from the school, and older children go to the school dining hall for lunch. This enables them to meet teachers from the school and become familiar with the routine in the dining hall. Staff from the school support lessons in music and teachers are brought in to teach Spanish, dance, ballet and swimming, supporting children to develop a wide range of skills and interests. Staff within the nursery provide a good balance of adult-led and child-initiated activities, although the quality of teaching is not yet consistently of a very high quality. For example, during adult-led art activities in the toddler room, staff are too focused on the end product to enable children to fully explore the texture of paint or the mixing of colours. When the end product is achieved, children do not have the opportunity to continue painting, to extend their creativity. Despite this, staff observe what children enjoy, and plan for their interests. For example, staff in the baby room observed that babies enjoyed exploring the fallen leaves when they were playing outside so they planned further activities to support this enjoyment and exploration.

Staff respond well to the babbles and gestures of babies and toddlers. They repeat words that children attempt to say back to them, so that they hear them pronounced correctly. This also supports children whose home language is not English. Staff model building sentences by repeating what the child says and adding another word. Children's vocabulary is also promoted well through the use of books. Younger children sit comfortably with an adult, looking at picture books together. The adult points out items of interest in the illustrations and encourages children to repeat the word back. Older children enjoy sitting in groups to listen to age-appropriate stories. They imitate how adults hold books to read to groups of children and turn the pages one at a time as they 'read' the story, using the illustrations as prompts. Children show an interest in print and staff support this, such as suggesting to children that they put their name on their artwork so that they know it is theirs. Younger children explore the environment, secure in the knowledge that a familiar adult is nearby. Older children readily select what they want to play with. Friendships are developed between children and they seek out others to share play experiences, such as playing a bat-and-ball game outdoors. Children enjoy outdoor play and this is timetabled, to ensure that all children have opportunity to play outside. The outdoor area is planned well to cover all areas of learning, ensuring that those children who learn best from being outdoors are able to do so. Children develop good physical skills as they run around the garden and use the wheeled toys. Older children enjoy the physical education lessons in the school hall and some children are able to follow complex instructions. They understand prepositional language, such as behind, in front of, first and last. Staff generally engage children well in conversation, although sometimes miss opportunities to use children's comments as a basis for further discussion. When children find worms under a log in the garden, staff ask children how many there are and children confidently count, saying a number name for each item. Staff extend this

by asking the children what they think worms might eat. When a child suggests pasta, this idea is not followed up, as staff go on to talk about how worms stretch and move.

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

Children build strong emotional attachments to staff because their transition to being in the nursery is managed very well. Parents appreciate that the settling-in arrangements are unique to their child and they are able to continue with short visits until they are reassured that their child is settled. Children are supported well by their key person, who takes responsibility for developing relationships with children and their families. Once children start at the nursery, parents are welcome to telephone for reassurance. As a result, children are happy and form strong emotional attachments with their key person and other staff. Staff provide a secure presence for children. They find out about children's individual care routines, and continue these, to promote continuity of care. All staff are responsive to children's individual needs and provide a warm, welcoming and stimulating learning environment in which children are secure, happy and confident to express themselves. This supports them to engage in purposeful play, ensuring that they have a firm base from which to build their growing independence and confidence as they get ready for their move to school. Children are well prepared for the next stage in their learning because transitions within the nursery are good. They are fully supported by their key worker to progress from one room to the next.

Some routine times, such as when younger children are sitting at the table waiting for lunch to arrive, are not organised well. Children become restless because staff do not do enough to fill the time, such as through singing rhymes or reading stories. Despite this, overall, children behave very well. Staff act as good role models and treat children with respect and genuine regard. They place meaningful praise on good behaviour and individual efforts, promoting children's self-esteem and confidence. Consistent boundaries are in place to help children know what is expected of them. Children share and take turns with popular resources and are supported in their awareness of the needs and feelings of others.

Time and space is provided for children to enjoy energetic, active play. All children have daily opportunities to be outdoors and older children have regular physical education lessons in the school sports hall. This lesson is led by a teacher from the school, effectively supporting older children as they get ready to go to school. Their transition to school is further supported as older children go to the school dining hall for lunch. They sit confidently at the table to eat their freshly cooked meal that is provided through the school kitchen. Special dietary needs are discussed with parents and discussions take place with the chef, to ensure that the needs are met. Children demonstrate that they manage their own personal hygiene needs relative to their age, such as taking themselves to the toilet and washing their own hands. As a result of good staff practice and a carefully organised learning environment, children show high levels of independence for their age. Playrooms are safe and inviting, to create enabling environments for all ages of children. Children benefit from a wide range of play materials to support their learning and development. Toys are stored at low level to enable children to choose what they want to play with, promoting their sense of belonging and independence. Children are supported

to learn to keep themselves safe through everyday routines and carrying out their own risk assessments. Staff remind children about the safe use of knives.

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

This inspection was brought forward following a notification to Ofsted about a significant incident that compromised a child's health and well-being. As a result of the incident, good steps have been taken to ensure that all staff fully understand the importance of meeting children's special dietary needs at all times. This includes a revision of the processes for identifying such children and ensuring that their dietary needs are clearly known to staff in each of the nursery rooms. Children's allergies and dietary needs are also a constant agenda item at staff meetings, to ensure that this situation never happens again. The nursery premises are safe and secure to protect children from intruders. Thorough risk assessments are carried out, to ensure that hazards to children are identified and steps taken to limit risks so that children can play safely indoors and outside. Staff fully understand their responsibilities to safeguard the welfare of children. They have a good awareness of the signs and symptoms of abuse, to help them recognise when children may be at risk, and know how to report concerns. There is a whistleblowing policy in place that is known and understood by staff.

Robust recruitment and selection procedures are in place, ensuring that adults working with children are suitable to do so. A record is maintained of suitability checks. Regular supervision and appraisal takes place for all staff, to provide them with effective support and coaching. Training needs are identified and underperformance is managed well. As a result, staff are enthusiastic and motivated. They provide an enjoyable care and learning experience for all children. The learning and development requirements are overseen by the manager and staff are encouraged to observe each other's work. Staff are supportive of each other. They review what has been observed and work together to secure improvement. Self-evaluation takes into account the views of staff, parents and children. Each room within the nursery has its own development folder that provides an evidence base of what has been done to secure improvements and the impact that changes have on children. For example, in response to children's enjoyment of making marks, staff have extended the learning environment, to provide different resources for writing and investigating. This includes clipboards, envelopes, leaflets and notebooks and effectively supports children's early writing skills. A member of staff is qualified to deliver Forest School and children thoroughly enjoy this aspect of their nursery experience.

Highly effective partnerships with parents are in place. Parents report that they are extremely happy with the service that is provided and feel that the nursery offers good value for money. Parents appreciate that the nursery is as flexible as possible to their changing childcare needs. Parents find staff friendly and caring and have full confidence in the staff and management team. They would recommend this nursery to others. Parents are confident to talk to staff about concerns and staff support them through situations that they are not secure in managing alone. For example, a member of staff accompanied a parent who has English as an additional language to visit local primary schools. She supported the parent to ask relevant questions and provided assistance to complete the

application form. Staff take an interest in the occupations of parents and invite them into the nursery to demonstrate their trades to the children. Regular parental questionnaires are issued and their comments are acted upon. Parents have recently suggested that they feel it would be beneficial to have written records about children's learning online. Management is looking into the software programmes available, in order to trial an electronic system of recording. Good links are made with other settings that children may attend. This ensures that concerns about children's well-being, learning or development are quickly identified and managed, to support children to make the best possible progress that they can.

### **The Childcare Register**

The requirements for the compulsory 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>	EY436057
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	997806
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	73
<b>Number of children on roll</b>	113
<b>Name of provider</b>	Prepcare LLP
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01902375611

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## 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.

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