

# Moss Side Nursery

Moss Side Lane, Stalmine, Poulton-le-Fylde, Lancashire FY6 0LP



## Inspection date

Previous inspection date

7 September 2018

Not applicable

<b>The quality and standards of the This inspection:</b>	<b>Good</b>	<b>2</b>
<b>early years provision</b> <u>Previous inspection:</u>	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

### The provision is good

- The nursery owner and her manager are highly qualified and knowledgeable early years professionals. They work with their well-qualified staff team to provide high-quality education and care to improve outcomes for all children. Staff seek the views of children and parents as part of their drive for continuous improvement. ■ The manager is passionate about ensuring that all children and their families feel welcome and included. Parents appreciate the regular updates they get about children's attainment, health and well-being. Staff work in partnership with parents to ensure that all children progress well from their unique starting points. ■ Staff help children to develop independence. From a very young age staff support children to do things for themselves. Children help with tasks around the setting, confidently make choices, will try new activities and develop resilience. This helps children cope well when faced with challenges in their learning. ■ Children of all ages and stages of development behave extremely well. Staff teach children to understand rules and routines. Children play together, are helpful and show consideration for each other. This helps to create a family feel in the setting.
- Staff support children to make healthy lifestyle choices. Meals are balanced and nutritious and children are encouraged to take regular drinks and remain hydrated and ready to learn.

### It is not yet outstanding because:

- Although staff are provided with many opportunities to develop their knowledge, these are not always focused on raising the quality of teaching to the highest level. ■ The

gathering and use of information about the progress of groups of children is not yet fully embedded.

## What the setting needs to do to improve further

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

- explore opportunities for continued professional development to enhance the quality of good teaching even further
- extend the gathering and use of information about the progress of groups of children to ensure that their needs are met most effectively.

### 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 spoke with staff and children during the inspection. ■ The inspector completed a joint observation with the nursery manager. ■ The inspector held a meeting with the nursery manager and spoke to the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Julia Matthew

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Robust health and safety policies, procedures and risk assessments are evident in practice. All staff understand their role in keeping children safe. They diligently follow procedures for recording accidents and ensure parents are swiftly informed. Effective systems are in place for monitoring children's progress and highlighting any gaps in their learning, which are then addressed. Staff are deployed well and the quality of their practice is regularly reviewed, overall. Effective recruitment, induction and supervision systems ensure staff are suitable. Regular staff meetings focus on targets for development and improvement planning. Partnerships with other professionals and agencies work very well.

### Quality of teaching, learning and assessment is good

Children who have special educational needs and/or disabilities are supported very well. Staff provide interesting and engaging activities and experiences which support all children's interests. Staff gather detailed observations and make accurate assessments of children's attainment. They use these to plan for children's next steps in learning which are shared with parents. Staff play alongside children, helping them shape their ideas, think about and solve problems. Children are well supported to develop an understanding

of the world around them. Staff encourage children to read a range of fiction and non-fiction texts. They ensure that children have easy access to books wherever they are playing.

### Personal development, behaviour and welfare are good

Staff warmly welcome children as they arrive in the setting and ensure that they are quickly engaged in play. The learning environment, inside and out, is organised well and reflects children's developmental needs. A vibrant range of displays celebrate children's achievements and provide information for parents. The key-person system works well. Children know who to go to for help, support and comfort when they need it. Parents provide detailed information about children when they start in the setting. Staff use this to ensure that care routines reflect those at home and to help children settle.

### Outcomes for children are good

All children make at least good progress in their learning. Children, who start in the setting with below expected levels of development, are supported to make rapid progress. Children of all ages and stages of development demonstrate high levels of involvement. Babies listen intently to their key person while they play with a range of sensory objects and moveable toys. Outside, toddlers develop their physical skills and coordination, confidently moving across different surfaces and between learning spaces. Pre-school children show excitement when challenged to construct towers. They select bricks, position them carefully and count as they build. Children develop the skills and confidence they need for school or the next stage in their learning.

### Setting details

**Unique reference number**

**Local authority**

**Inspection number**

**Type of provision**

**Registers**

**Day care type**

**Age range of children**

**Total number of places**

**Number of children on roll**

**Name of registered person**

**Registered person unique reference number**

**Date of previous inspection**

**Telephone number**

EY499431

Lancashire

10059780

Full day care

Early Years Register, Compulsory Childcare  
Register, Voluntary Childcare Register

Childcare on non-domestic premises

0 - 8

30

37

Moss Side Children's Nursery Limited

RP535315

Not applicable

01253700181

Moss Side Nursery registered in 2016. The setting employs eight members of childcare staff. Of these, all hold an appropriate early years qualification at level 3, including two with early years professional status. The setting opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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