



## Moorfield School (For Girls) Ltd

Inspection report for early years provision

<b>Unique Reference Number</b>	EY332246
<b>Inspection date</b>	06 October 2006
<b>Inspector</b>	Cynthia Walker
<b>Setting Address</b>	Moorfield School, 11 Ben Rhydding Road, ILKLEY, West Yorkshire, LS2 8RL
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<b>Registered person</b>	Moorfield School (for Girls) Ltd
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	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](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

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

### WHAT SORT OF SETTING IS IT?

Moorfield School (For Girls) Ltd was registered in 2006 to provide day care. It is situated in a converted house which is on the outskirts of Ilkley. The nursery is open five days a week from 08.00 until 15.30 and the out of school care is open from 15.30 until 18.00, term time only.

Currently 19 children attend the nursery throughout the week. They are drawn from the local area and wider community. Children attend for a variety of sessions.

The day care and out of school care are based in a purpose built unit within the main school building. Children have the use of one room on the ground floor and a second room on the first floor with the support of other rooms within the school. There is access to the school playground for outdoor play.

There are three childcare staff and one support staff member who work with the children. Over half the childcare staff hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are well nourished and enjoy a variety of nutritious meals which include a wide selection of vegetables. Parents provide healthy snacks which include a broad selection of fruit; however, children are not able to independently access fresh drinking water throughout the day.

Discussions with parents establish if children have a dietary need and there are clear procedures in place to record these, to enable the individual children's needs to be met.

Regular routines have been established around personal care and children are becoming increasingly independent, as they go to the toilet and wash their hands. Children demonstrate an understanding of personal hygiene as they explain that they wash their hands to wash away the germs. Staff ensure that children are cared for appropriately if they have an accident or need medication, because they follow the correct procedures. Clear written procedures are in place to support children if they are ill.

Children are developing their physical skills through regular use of the school playground and access to areas within the main school. They enjoy learning how to control the rocking boat and children skilfully manoeuvre the wheeled toys around the playground. Children move with control and co-ordination as they run and negotiate space. Their physical development is supported by resources which include a variety of wheeled toys, rocking boats, soft play equipment, ramps and a variety of small equipment such as balls and bean bags.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a warm, safe and secure environment where risks are identified and minimised. Clear explanations on the use of the banister as they walk to the music room, enable children to develop an understanding of keeping themselves safe. Regular evacuation practices reinforce children's understanding of fire safety.

The nursery is welcoming to children with colourful displays of artwork and pictures of children involved in activities displayed within the rooms being used by the children. Both rooms are creatively arranged to allow children to move spontaneously and independently around all areas of play and learning. Children are accessing a wide range of resources which are appropriate to their age and stage of development. Resources are effectively arranged to enable all children to make individual decisions about the toys they are going to use.

Children are efficiently safeguarded by the staff's secure understanding of child protection procedures which are in line with the Local Safeguarding Children Board.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time in nursery and arrive happy and eager to participate. They have a positive attitude to learning and acquire new knowledge and skills as they join in a wide range of interesting activities. Children are enthusiastic in their enjoyment of a music session, matching the appropriate actions to songs culminating in marching to 'The Grand Old Duke of York' while using musical instruments. They competently handle the instruments and experiment with the level of sounds, such as soft and loud, and experiment with simple rhythm. Children are involved in the selection of songs and confidently sing sections of songs, such as 'Peter Rabbit', to the rest of the group. They are confident communicators and use language to describe their pictures, explaining that 'It's me looking out of the window, looking at the bonfire'.

Children demonstrate good imagination as they play in the role play area, putting the 'babies' to sleep, boiling eggs for tea or making drinks for the members of staff. Displays reflect a wide variety of creative work and children enjoy drawing their own individual pictures. Children play co-operatively at activities such as the small world and negotiate where the individual items are to be placed. They use their fine motor skills as they thread beads or see how many bricks they can use before the tower falls over. Children concentrate well at circle time and story time, confidently sharing experiences and contributing to the discussions. There is photographic evidence of children participating in a wide range of activities which includes visits to the local area to widen their experience.

Staff have a good awareness of the children's needs and plan a wide range of activities and experiences. Planning is linked to the Foundation Stage and a system for including the needs of the younger children is being introduced. However, present planning does not reflect the differing abilities of the children. Children's developmental starting points are clearly established through information gathered in their assessment records and their next steps for learning will be integrated into future planning. Staff use effective questioning and constructive support to motivate and extend children's learning.

## **Helping children make a positive contribution**

The provision is good.

Children are well behaved and respond to the clear and consistent explanations from staff. They have a good understanding of the behaviour codes of the nursery, particularly when moving to other areas within the school. Children play harmoniously together and are encouraged to take turns and share resources, for example, the prams and wheeled toys whilst playing in the playground.

Children are developing a positive attitude to others through the provision of a good range of resources which includes dolls, utensils, small world figures and books. Planned activities ensure children begin to understand their own and other people's cultures, for example, being involved with a music group from Kenya. Staff work closely with parents to establish children's individual needs and there are systems in place to record these.

Parents are actively welcomed into the nursery and receive effective information about the setting through a detailed prospectus and weekly newsletters. All parents receive an individual copy of the nursery's complaint procedure and are made aware of the other policies which are available. The nursery has established both formal and informal processes to support the ongoing needs of the children. Parents are able to access their children's records at parents' evenings and open days, and staff share information verbally on a daily basis. Information about activities which their children are being involved in is displayed for parents on notice boards within the nursery.

### **Organisation**

The organisation is satisfactory.

All the required documentation which contributes to children's health, safety and well-being is in place. The nursery's policies and procedures are reflected in daily practice, for example, behaviour. However, the policy in the event of a child being lost lacks detail and copies of the procedures are not held within the nursery unit. Appropriate employment and recruitment procedures are in place to determine the suitability of staff to safeguard the children attending the nursery. There is a positive attitude to training to support the care and learning of children. Although there is a system for registering the children's attendance on a daily basis, this does not include the hours of attendance. Space within the nursery is well-organised and creatively set out to enhance the play and learning opportunities for children.

Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any 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.

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

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

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure fresh drinking water is available to children at all times
- ensure the system for registering children on a daily basis shows the hours of attendance
- ensure the policies and procedures which are required for the efficient and safe management of the provision are available within the nursery premises.

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](http://www.ofsted.gov.uk)