

# Moorgate Early Years Centre



Moorgate Nursery School, Moorgate, Ormskirk, Lancashire, L39 4RY

**Inspection date** 1 March 2017  
Previous inspection date 5 April 2016

|   | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|---|-------------------------|----------------------|----------|
| <b>The quality and standards of the early years provision</b> | Previous inspection:    | Requires Improvement | 3        |
| Effectiveness of the 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

- The manager and her committed team demonstrate a passionate drive to provide high-quality care and education. The manager has worked systematically to drive improvement since the last inspection. All actions raised previously have been met and outcomes for children have significantly improved.
- Staff plan activities that motivate and challenge children well, overall. They have a good knowledge of how children learn and of what they can achieve, including those who have special educational needs and/or disabilities. Staff effectively observe children's development and assess their progress accurately.
- The manager carries out extensive monitoring of children's progress, this helps to reduce any gaps in their learning. This also helps support children to make good progress and, in some cases, rapid progress from their starting points.
- Partnerships with parents are robust. They have frequent opportunities to discuss their children's progress, including their achievements at home. They attend termly meetings and review their child's learning journals whenever they wish.

### It is not yet outstanding because:

- The manager does not make full use of the opportunities during staff supervision meetings to focus on the quality of staff's teaching.
- Occasionally, group activities are not organised effectively, in order to maximise all children's engagement and participation levels.

## What the setting needs to do to improve further

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

- strengthen staff supervision and monitoring systems that enhance the already good quality of teaching and staff performance even further
- review the organisation of group activities and maximise children's involvement and participation levels.

### 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 manager.
- The inspector held a meeting with the childcare manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector had a tour of the setting.

### Inspector

Karen Cox

## Inspection findings

### Effectiveness of the leadership and management is good

The manager has made good progress since the last inspection and leads a strong, loyal and dedicated team of staff. The arrangements for safeguarding are effective. Staff demonstrate a clear understanding of how to identify and report any concerns regarding children's welfare. They have attended relevant training and have a shared understanding about their responsibility to protect children from harm. The manager holds regular meetings with staff to identify their training needs. This enables staff to build on their existing skills and knowledge, overall. Self-evaluation is used effectively to identify and monitor the quality of the provision to help make improvements and raise outcomes for children. The manager and staff work very effectively with other professionals involved in children's care and learning, in order to meet their individual needs consistently.

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

The well-qualified staff team provides a balance of child-initiated and adult-directed activities that generally helps children to learn in many different ways. They use effective teaching strategies to engage and enthuse children, igniting their passion for learning. For example, children learn about living things and plant bulbs in the garden. Staff support them to develop their hand-to-eye coordination skills, they fill flower pots with soil using trowels and operate the garden tap. Children concentrate and persevere in this challenging task and relish the praise and encouragement they receive. Throughout children's chosen activities staff engage them in conversations, helping them to extend their speaking skills. They encourage children to solve problems and develop their own ideas and theories.

### Personal development, behaviour and welfare are good

Children flourish in this welcoming environment. They form close bonds with staff who follow secure and flexible settling-in procedures. This helps to support children's emotional well-being. Children's behaviour is extremely good. They receive clear, positive and consistent instructions from staff who are good role models. Children learn to share, listen to each other, take turns and work collaboratively together. Children learn how to lead healthy lifestyles. They receive rewards for having a healthy lunchbox which helps to develop their understanding of healthy snacks and foods. They have daily opportunities for fresh air and exercise and enjoy using a wealth of equipment that supports their developing physical skills.

### Outcomes for children are good

Children are developing an array of skills in readiness for school. They are growing in confidence and are building effective friendships. They acquire good literacy skills and they 'sign' themselves in when they arrive at nursery, making marks for a purpose. They have frequent opportunities to count and use numbers in context through activities and daily routines. Children show pride in their achievements and demonstrate high self-esteem.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY241302  |
| <b>Local authority</b>                           | Lancashire  |
| <b>Inspection number</b>                         | 1048261   |
| <b>Type of provision</b>                         | Full-time provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 2 - 4   |
| <b>Total number of places</b>                    | 12  |
| <b>Number of children on roll</b>                | 24  |
| <b>Name of registered person</b>                 | Moorgate Early Years Centre Committee   |
| <b>Registered person unique reference number</b> | RP905297  |
| <b>Date of previous inspection</b>               | 5 April 2016  |
| <b>Telephone number</b>                          | 01695 573470  |

Moorgate Early Years Centre was registered in 2003 and is located within a nursery school in Ormskirk, Lancashire. There are currently nine members of childcare staff, of whom seven hold appropriate childcare qualifications at level 3 or above. The centre is open Monday to Friday all year round from 7.30am to 6pm. The centre provides funded early education for two-, three- and four-year-old children.

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