

# Inspection of Mossgate Day Nursery

Kingsway, Morecambe LA3 2EE

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Inspection date: 30 January 2025

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Staff welcome children warmly as they arrive at the nursery. They ask parents for any key information about how their children have been, to ensure that they can care for children's needs. Through a varied curriculum, staff support children's developing independence and sense of self. For instance, children learn to put their belongings away and wash their hands on arrival. Staff gather extensive information about children before they start attending. They use this to implement routines and activities that develop each individual child's confidence. The key-person system is strong. Staff build positive relationships with children and quickly get to know them very well. Children who are new to the nursery are given lots of reassurance. They happily seek staff out for a cuddle or to involve them in their play.

Staff well-being is important to leaders in the nursery. Staff clearly enjoy their work and morale is high. This contributes to the very positive atmosphere in the nursery. Children behave well, are confident in their play and keen to share their learning with others. For example, children excitedly tell adults about their achievements being recognised on a 'celebration leaf' display. Children benefit from praise and encouragement from staff, which helps them to develop a sense of pride and high levels of self-esteem.

### What does the early years setting do well and what does it need to do better?

- Leaders place a very strong focus on outdoor play. They recognise the benefits to children of fresh air and exercise, particularly for those children who do not have access to an outdoor space at home. Children approach outdoor physical play with great enthusiasm. They navigate the natural woodland spaces with curiosity and wonder. The herb planters provide children with an understanding of how plants grow, and they use the produce in wider learning. For example, children squeeze peas into a bowl and count them while comparing amounts. This helps children to learn the concepts of more and less.
- Leaders and staff assess risks in the setting. For example, they conduct daily checks in the garden and regularly check resources to see if they are broken. However, staff do not teach children to assess risks for themselves and the possible consequences of their actions. For example, staff do not explain why they are asking children to not do things, such as lifting heavier objects to look underneath. Children do not always understand how to keep themselves safe.
- There is strong support for children with special educational needs and/or disabilities (SEND). Passionate staff work well with specialist professionals to provide activities that develop the communication and language skills of children with SEND. This has helped these children to make good progress. Families of children with SEND feel extremely well supported by staff.

- Children throughout the nursery enjoy looking at books. For example, older children choose which story they want to read in the woodland garden, and younger children look at the pictures and feel the different textures. Staff skilfully introduce new vocabulary into stories to help children begin to understand their emotions. During group reading times, children discuss the roles of authors and illustrators. Therefore, children are capable of showing what they have learned and remembered.
- Leaders provide regular supervision sessions and support that contribute to staff feeling valued and motivated. They collaborate with staff on all matters pertaining to the nursery's activities and resources. Together, leaders and staff celebrate best practice. For instance, during 'shout-out Wednesday', staff nominate the best learning moment that week and explain how it supported children's development. Staff say that this makes them feel valued, helps to build relationships between the staff and challenges them to constantly improve.
- Leaders have created an exciting and varied curriculum, based on the learning needs and interests of the children who attend the nursery. High priority is placed on supporting children to develop their communication skills. Staff encourage children to join in when singing songs and practise related actions. Opportunities for children to engage in discussions with staff help to support their emerging speaking skills. Children make good progress from their individual starting points.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

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

- improve children's understanding of the possible risks and consequences of their actions, so they are better able to assess risks for themselves.

## Setting details

<b>Unique reference number</b>	EY493875
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10367662
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Mossgate Day Nursery Ltd
<b>Registered person unique reference number</b>	RP908080
<b>Telephone number</b>	01524 874540
<b>Date of previous inspection</b>	18 February 2019

## Information about this early years setting

Mossgate Day Nursery registered in 2015 and is located in Morecambe, Lancashire. The nursery employs 11 members of childcare staff. Of these, all hold appropriate early years qualifications at levels 2, 3, 5 or 6, including the owner, who has early years professional status. The nursery opens from Monday to Friday during term time only. Sessions are from 8am to 6pm. The nursery offers the government funded places for childcare.

## Information about this inspection

**Inspector**  
Shaun Wilson

## Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector and the manager carried out a joint observation of a group activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on the children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection 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.

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