

Moorlands Day Nursery

Bolton Inclusive Quality Mark Accreditation Report

Introduction and Context

Moorlands Day Nursery is based in the ward of Horwich and Blackrod, Bolton. The nursery employs 17 members of childcare staff and operates from Monday to Friday, all year round. Sessions are from 7.30am to 6.00pm. The nursery provides early education for just over 100 children ranging from 0-5 years. Prior to the accreditation day visit two accreditors met with senior leaders and agreed with the setting that inclusion is a strength of Moorlands. Two foci were selected for the accreditation day:

Whole Setting Approaches and Inclusive Education.

During the accreditation day the accreditors observed children arriving and consulted with a number of parents/carers about their view of the setting. Accreditors observed all aspects of the day including, adult and child led activities, outdoor play, interventions, snack time and circle time. Accreditors talked to staff about their roles and responsibilities and their view of Moorlands. In addition, the accreditors met with the owners and senior leaders.

Whole Setting Approaches

Leaders drive a culture that promotes inclusion

Leaders at Moorlands are passionate about Inclusion for all; for children, their parents and guardians as well as for staff. Leaders are present and highly visible in the nursery. They know families well and families seek the advice from staff including the SENCO. Leaders support children and model good practice and intervene where needed to support staff. Staff are encouraged within their own roles to build their skills according to their own strengths. Staff are given autonomy to drive their learning and are well supported through regular supervisions.

All staff recognise inclusion as a priority and can articulate the setting's approach

Throughout the accreditation day language used by leadership, staff and families was consistent, positive, and inclusive. For Moorlands Day Nursery this is their day-to-day practice rooted in their ethos that everyone is welcome. There are high expectations for all and that working together brings out the best in everyone. One staff member said 'inclusion at Moorlands means all are treated equally but not the same. Everyone gets what they need.'

The Leadership Team and the SENCO actively promote a whole setting approach to inclusion

Leadership and management lead by example, fully embracing the importance of relationships with families and this leads to an inclusive environment for all. The vision, policies and procedures are understood across the whole team and are embedded in daily practice e.g. this is particularly seen with the individualised offer for each child through a range of opportunities e.g. mealtimes, intervention planning, settling in and transitions.

The Leadership Team actively promotes and models strong partnerships between all stakeholders

Professionals are welcomed into the setting, both health and education staff. Leaders at Moorlands including the SENCO are outward facing, joining local authority CPD opportunities and input into Start Well SEND Development group on behalf of private day nurseries in Bolton.

The Leadership Team actively promotes and models an equal opportunities approach which values the contribution of all

Staff and families are regularly asked for their views. For example, at the entrance of the nursery families are asked their views about Wellcomm, speech and language tool. Consultations are used to shape activities and information for families.

There is a strategic plan for Continuing Professional Development, focused on childrens' needs

The plan for CPD is well thought out. Staff value the learning opportunities provided through 'Noodle Now' and Start Well continuing professional development sessions. Staff complete questionnaires and staff training is developed according to themes identified. A recent focus on supporting children's personal, social and emotional needs has been very successful. Staff have received training about supporting this area and it has been a whole team activity. Staff confidently support children who may need support with being kind to each other, for example, using visuals and simple phrases.

Staff confidence with supporting children's development in this area is extremely good, including students and those staff new to the setting. This really should be commended and demonstrates excellent practice. Parents/carers have a wide range of supportive information available too, for example, to reduce dummy use, which ensures parents/carers feel supported at home as well. This leads to a consistent approach by all. The information provided to families is of such high quality that the setting has allowed this to be shared with consent to other providers, showing another example of the setting's outward facing nature.

The setting is committed to promoting equality and celebrating diversity

Moorlands Day Nursery embraces equality and diversity. The nursery has recently reviewed their resources including books, instruments and toys to show a range of children and their families. The well written Equality and Diversity policy is available for parents and carers to view. Story times are used to effect to show diversity in families so all children are represented and see themselves reflected in texts, for example.

Systems to safeguard children work effectively

Children are safe and well cared for at Moorlands as safeguarding is a priority for the whole team. The Designated Safeguarding Lead accesses regular training. Staff talk confidently about accessing safeguarding training and how this has supported them in their role. Staff are confident about how they would respond to children's absence in nursery

There is a learning plan which sets out how resources have been allocated according to a child's need

Staff confidently talk about children's individual needs and follow children's lead; they know what they intend children to learn. Individual planning is evident in rooms and easily accessible for staff to refer to. Documents reviewed during the accreditation visit were of high quality and included SMART targets.

Inclusive Education

Inclusive Quality First Teaching is embedded

Moorlands uses learning audits to ensure teaching is of the highest standard. Termly supervision ensure staff are well supported and can work on personal goals

An inclusive approach to learning is reflected in the learning environment and resources

The nursery should be extremely proud of its environment. Spaces are communication friendly ensuring children and staff benefit from the homely provision. Great attention is given to the environment, considering children's interests and learning needs. The sensory space is used to great effect and is a well-used space. Provision at mealtimes is an excellent example of inclusion practise. Children use visuals to show them where to place their utensils. Visual signs are included on each side of the mat to support children to make their needs known e.g. to request 'more.' Adults model pointing to the signs when offering food and drinks and during the transition from the table.

Children make progress in relation to their individual strengths and needs

Childrens' progress is monitored through a variety of means including trackers, and developmental journals. Staff in rooms share examples of children making excellent progress. Those children who need additional support have individual plans and targets. Staff strive to help children to reach full potential.

The setting takes action at the earliest point to identify and plan to meet childrens' needs

Staff are described by families as being helpful and approachable, giving tips on all manner of topics from SALT, safe sleep, biting and starting school. Advice is given in a timely way with information in each room suitable for the development stages of the children. Families value staff efforts. Information is well shared with families through newsletters, room clipboards etc. This collaboration means that action is taken to support children at the earliest point.

A range of assessment tools is used effectively to set targets and monitor progress

The nursery uses a range of assessment tools in a timely way, for example, Wellcomm and Ages and Stages Questionnaires

Transition is well supported at all transition periods during the day

Transition is a strength of the nursery. All transitions are well thought out and are individualised.

Transition is well supported when children begin to attend the setting.

Transition into the nursery is well planned and individualised. Families are fully involved, and this means that children settle quickly and are happy at nursery. During the accreditation a new child was being settled into baby room. The staff had reviewed paperwork completed by family. Staff prepared activities and 'That's Not My...' books which were specifically planned for that child following parent's feedback. This is excellent practice and ensures families are confident in their choice of childcare and children get off to the best start.

Displays outside each of the rooms show what a typical day looks like. This information is valuable to families who are settling their child into nursery and also to families as they move rooms through the nursery.

Areas for development

Objects of reference are used to effect in nursery. For example, showing a child their nappy at nappy changing time. The leadership may wish to expand the use of objects of reference for all ages to support all learners using visual prompts

Leadership may consider how routines could be enhanced e.g. to promote learning at nappy changing times e.g. through the use mobiles, song of the week etc

Leadership may consider a co-production project in the future. Co-production involves families being involved from the outset that you think a change is needed to improve nursery practice

In summary

The accreditors' view is that Moorlands Day Nursery provides an individualised offer for each child. Moorlands Day Nursery should be extremely proud of their nurturing, welcoming provision where all children, their families and staff thrive. One member of staff noted how they are 'so fortunate to work in such a dynamic and inclusive setting.' High staff retention is no doubt due to the value senior leaders place on supporting their staff to be their best.

The setting is described by parents and carers in every case in positive ways e.g. 'open,' 'approachable, puts children first' and 'adapts well to different personalities', 'I feel well supported', 'amazing and flexible', 'nurturing and caring'

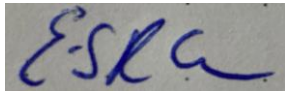
Moorlands is valued and respected by families as the place they want their children to be educated. Staff stability and retention is high due to staff wellbeing, and the support given to individual staff to achieve their full potential. Children have shown us and told us they love attending Moorlands. Older children have confidently talked to the accreditors. Children have said they like 'playing with their friends and grown ups' and another commented they like 'everything'. One child in the baby room used the word 'happy' as they were playing which optimized the feel across the whole nursery. Moorlands is a happy place to be!

Moorlands Day Nursery are to be commended, as they are accredited with the Bolton Early Inclusive Quality Award

Bolton Council professionals conducting the accreditation:

A handwritten signature in black ink, reading "Suzanne Pendleton".

Suzanne Pendleton
Start Well SEND and Inclusion Lead

A handwritten signature in blue ink, reading "E. Evans".

Eleanor Evans
Start Well SEND Outreach teacher

Date: 24th March 2025