

Millstone Day Nursery Ltd

Inspection report for early years provision

Unique Reference Number	226978
Inspection date	12 March 2008
Inspector	Lynn Dent
Setting Address	17 Millstone Lane, Leicester, Leicestershire, LE1 5JN
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Registered person	Millstone Day Nursery Ltd
Type of inspection	Integrated
Type of care	Full day care, Out of School 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Millstone Day Nursery is run by Millstone Day Nursery Limited. It opened in 1993 and operates from eleven rooms in a converted building. It is situated in the centre of Leicester. A maximum of 175 children may attend at any one time. The nursery is open each weekday from 07:30 to 18:00 for 52 weeks of the year. All children share access to a secure outdoor play area.

There are currently 167 children from eight months to under eight years on roll. Of these, 32 children receive funding for nursery education. Children come from a wide catchment area, as most of their parents travel to work in and around Leicestershire. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 20 staff. Of these, 11 hold appropriate early years qualifications and five are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children from an early age participate in routine hygiene procedures such as washing their hands before meals and after using the toilet. Consequently, they become independent in their personal hygiene and gain an awareness of why this is important. Children learn about healthy living through activities and daily discussions. Clear procedures for maintaining clean premises and preventing the spread of germs are in place and staff are responsible for routine cleaning tasks. For example, tables and nappy changing areas are cleaned throughout the day. All staff wear protective clothing when changing nappies. Therefore, the cross-contamination of bodily fluids is minimised.

Clear procedures are in place to manage the administration of medication to children. This was observed to be effective during the inspection as a manager and a member of staff checked the dose and name of the medication before giving it to a child. This information is then recorded and shared with parents. Consequently, the risk of overdose is effectively minimised. Children receive appropriate care when they become ill at the setting. For example, children receive a plain biscuit rather than a full cooked dinner and their parents are contacted to collect them immediately. Children are not cared for set periods of time following infections. Consequently, the good health of all children is protected.

Children benefit because they receive a balanced diet. This includes foods from around the world such as curry and rice and traditional roast dinners. Food is served attractively to entice children to eat. Consequently, they enjoy their meals. Babies and younger children receive their meals liquidised, minced or chopped according to their developmental stage. As a result they also eat well and become independent in feeding themselves. Children's dietary needs are met because this information is made available to the staff and the cook. Staff sit with the children at meal times and are a positive role model for good table manners. Consequently, children learn valuable skills for later life.

All children have daily opportunities to play outdoors on a range of play equipment. They can also play in a ball pool and on small trampolines. Babies have space to roll or crawl around the room and more mobile children are placed in walkers to help them develop independent walking. Children's finer motor skills are effectively supported because they use developmentally appropriate toys and equipment, participate in craft activities and learn to feed themselves. This shows that children also enjoy many varied experiences indoors to enhance their physical development.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe environment because the premises are checked daily before use. Detailed risk assessments are in place to ensure that all hazards are recognised and action taken to remove or make these safe. Consequently, no hazards were identified on the day of inspection. The risk of accidental injury to children are minimised because practitioners are very aware of how to keep them safe. For example, gates to rooms are kept locked and children are reminded to walk carefully on the stairs and not to run indoors. A range of measures are in place to keep children safe. For example, exterior doors and gates to the outdoor play area

are kept locked. All babies and younger children are seated in high and low chairs and appropriate harnesses used to ensure they cannot fall.

Children can explain rules which keep them safe and respond well to these. School age children understand that they wear seatbelts in the minibus. During outdoor play children are well-supervised to minimise the risk of injury and falls from play equipment. Children can safely access a good range of appealing resources which are in good condition and regularly cleaned and checked to ensure they are safe for them to use. Staff are vigilant in recording visitors to the premises and also keeping records of the children and the staff caring for them. This means that they know who is on the premises at all times. Children are protected from people who are not police checked by robust policies and procedures, which, are implemented well.

Children's welfare is protected well because staff have received training and can clearly identify indicators of child abuse and neglect. For example, changes in behaviour, children who are frightened of or shy away from adults. Staff understand the importance of recording and reporting such concerns in line with the settings internal procedures and are also confident to take their concerns to the relevant safeguarding authorities. Children are kept safe on outings because clear procedures are in place, information about venues is sought and risk assessments are carried out before visits occur and a policy is in place to ensure that appropriate action is taken in the event of a child becoming lost. Documentation shows that the company vehicles comply with the Ministry of Transport testing requirements and all drivers are suitable and insured to transport children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled and happy within the setting because they receive good care from the staff. Consequently, children are confident and happily leave their parents and settle quickly to the experiences provided. New children receive effective support to enable them to settle. This means that staff dedicate time providing cuddles and comfort. All staff interact effectively with children to support their learning and play. For example, children are playing in the sand and staff talk to them about what they are finding and how the sand feels. Younger children's language and interest in books is effectively enhanced because staff spend time sitting with them sharing books and talking about what they see in the pictures and asking them to identify items. Children are engaged in their play and activities because staff help them to extend their experiences. For example, children are playing with construction equipment and staff count with them how many pieces they have used and pretend to use these as telephones to speak to the children's parents.

Children happily participate in a good range of activities and experiences for sustained periods of time. For example, creative activities such as painting and making Easter cards. Children show good imagination and re-create their prior experiences well. This is shown as they wear builder's hats and use toy hammers to bang plastic bricks. Toddlers are positively encouraged to achieve what they are trying to do. For example, they build towers with wooden bricks, when these fall down, staff smile and use phrases like 'Oh dear' then help the children to build the tower again. Babies play with mobiles, activity gyms and a good range of developmentally appropriate resources. Children are able to express what they are doing. This is shown as children explain that they are building a house and putting flowers on a table next to it. Children have opportunity to mark make and learn simple numbers from an early age as these skills are built into the activities provided.

Activities are planned through monthly topic themes. However, some staff cannot confidently link the aims of the activities to the 'Birth to three matters' matters framework. However, children are assigned a key worker who know them well and can plan appropriate activities to meet their developmental stages. For example, children are making Easter cards. These vary from simple sticking tasks for very young children to creative painting for older children. Staff keep a daily written record of the children's day and achievements. Assessments tick lists of children's development are in place. However, these are not regularly updated. Therefore, they do not show an accurate picture of the children's progress or the next steps for their development. The organisation of daily routines such as hand washing before lunch are managed well. However, children aged two to three years spend time waiting to use the bathroom. As a result this time is not used effectively to engage them in meaningful activities.

Children who attend the out of school care can participate in a good range of developmentally appropriate activities and experiences. For example, they can play pool, or bar football, play games such as snakes and ladders and participate in planned activities about the weather, their favourite animals and poems. Their work on these themes are displayed to make their rooms simulating and meaningful to them. Children explain that they can do their homework if they wish, go on outings during the school holidays and enjoy the activities provided. They can also suggest ideas for future activities. Consequently, they feel valued.

Nursery Education.

The quality of teaching and learning is good. Children are making good progress towards the early learning goals in all areas of the curriculum. Long, medium and short-term planning cover all areas of learning and staff ensure this by checking against a cluster list. Weekly planning is linked to the areas of learning and the stepping stones and daily activity planning clearly shows what children are expected to learn from activities. Differentiation is built into these plans and evaluations ensure that good practice is built upon. Children are observed in a timed activity weekly and these are clearly recorded under the six areas of learning, other observations are recorded as staff see children achieve. Children's progress is recorded on the Early Years profile which clearly shows what children have learnt and need to learn next. However, these have not been completed for a small number of children which means staff cannot follow their progress. Staff use a good range of methods to involve children in the life of the nursery. For example, there is a pictorial timetable so children know the routines of the day and staff clearly explain what is available in free time. They encourage children to engage with activities by suggesting what they might do, for example, in the maths area, it was suggested they could build a house with patterned blocks. Staff also use a good range of questions to encourage children's thinking, for example, by asking them about the weather when they had been outside. The nursery provides a well-organised environment which enables children to enjoy their play and learning experiences.

Children are interested in the range of activities provided and are encouraged to initiate their own games and select resources. They understand that some activities will only work if they cooperate and several children enjoyed using the crane to support their play. Children listen to each other and learn to take turns as they confidently speak before the large group, staff also promote phonics and children are beginning to have a good awareness of the letters that words begin with. They are learning to be independent as they put on their coats and pour their own drinks at break. A well- designed library is available for children where they can see a range of books attractively displayed, they also happily select books for pleasure in the room as they begin to learn that print has meaning. Children use a wide range of materials to make marks and enjoy practising their writing skills. They are learning to write their names

independently and they benefit from being able to see letters and print displayed around the room.

Children confidently use numbers during circle time and are beginning to explore numbers up to 20. They have a very good awareness of shapes and can recognise basic shapes and diamonds, crescents and ovals. They also use mathematical language to describe size and can arrange bears in order of their size. Children are gaining good skills in making predictions about mathematical concepts and can clearly pick which egg timer will run out of sand the fastest.

Children have good opportunities to find out about the natural world as they grow flowers and look after Peter the fish. They are developing a good awareness of the uses of information technology and are skilful in using a computer and a range of programmes. Children talk with interest about their own lives and those of people they know and they have completed 'A book about me' so they understand their place in their family. They have good opportunities to develop their awareness of the local community and learn about the cultures and beliefs of other people as festivals are built into planning.

Children are developing a good awareness of space and movement through regular use of the outdoor area where they access equipment which includes ride on toys, scooters and balancing beams. They negotiate around each other well and have undertaken topic work on healthy bodies so they understand how to keep themselves healthy. Their whole body movements are promoted through activities such as music and movement and action songs. Small hand skills are also well developed as they work with scissors and pencils and learn to use keys on programmable equipment. Children's imaginations and creative skills are developed through a wide variety of activities such as role play, painting, music and craft activities. They have created using a variety of materials such as feathers, wool and leaves and have made painted footprints so they have good opportunities to learn about the feel and texture of objects.

Helping children make a positive contribution

The provision is good.

Children are positively encouraged to learn about the wider world in which they live during themed activities such as Easter, Bonfire night and also through recognising changes in the seasons. These are supported by a range of resources and posters that promote positive images. Therefore, children learn to respect differences in others around them. All children are warmly welcomed into the nursery and receive given good care which takes full account of their differences and individual needs. Children with learning difficulties and/or disabilities are effectively supported to reach their full potential. This is due to the good support from staff who work closely with the children, their parents and other professionals. For example, physiotherapists, speech therapists and the area special needs coordinator. These professionals regularly visit the setting to work with the children and discuss their progress. Specialist equipment is in place to meet the individual needs of the children when required. All children are fully included in the nursery because they have equal opportunities to participate in all activities and learn a sense of responsibility as they help to tidy away toys.

Staff manage behaviour well. They can explain and are observed to use developmentally appropriate strategies when children show unacceptable behaviour. For example, when children upset their friends, staff intervene and talk to them about what has happened and ask them to say 'sorry friend'. Consequently, children do this and understand what they have done. Children learn to share from an early age because staff show them how to do this and say 'Share' when they take toys off their friends. As a result, most children's behaviour is good and

they play harmoniously alongside and with their friends. Children have good self-esteem and are confident to play and explore because they receive lots of cuddles and are consistently praised for their actions, playing together well and sharing.

The staff greet children and parents in a friendly manner. Staff working with younger children spend time at induction with parents discussing and recording the children's current stage of development and care needs. This helps staff to build on what the children already know and provide appropriate care. This communication continues to be promoted on a daily basis as staff talk to parents about their children's routines, activities and achievements. Parents receive written information at the induction about the setting and this is adapted well for parents of children attending the out of school club. Policies and procedures are shared and always readily available. A notice board for parents keeps them informed of updated information about the setting, and planning and health information is also displayed. Babies settle well because staff work with parents to ensure that the children's routines from home are maintained.

The partnership with parents and carers of children receiving nursery education is satisfactory. Staff talk to parents regularly about their child and parents receive a twice yearly assessment which shows their child's progress in the six areas of learning. Parents have some understanding of the six areas of learning and the Foundation Stage but they are not as well informed as possible because they receive no written information about this. Parents have some opportunity to be involved in their child's learning because staff tell them verbally about areas for development. However, this does not promote consistency for all children. Parents also do not complete a baseline assessment for children so staff cannot build on their strengths and interests. Weekly planning is displayed outside the room so parents can clearly see what their child is learning. Children's social, moral, spiritual and cultural development is fostered. Staff introduce children to their own and other cultures appropriately, they support children in behaving well and are beginning to promote children's personal, social and emotional skills effectively.

Organisation

The organisation is good.

The setting is well-organised which allows children to move around their environment in safety. Children under three years have separate rooms according to their age and developmental stage. Within the rooms they have space for creative play, quiet times, activities, and role play. Activities and toys are set out well for the children to access easily and independently. Children aged three have their own designated rooms on the first floor. Children have regular access to an outdoor area which means they have a good balance to their day of indoor and outdoor activities. All legally required documentation, which contributes to children's health, safety and well-being is in place. Staff have attended a range of training at the nursery which includes first aid, team leading, child protection, behaviour management and the 'Birth to three matters' framework, all staff also have personal development records so they can build on their existing knowledge. Staff are deployed effectively to meet children's needs and over half the staff group are qualified with several others undertaking training.

Recruitment and selection procedures are effective in ensuring that staff working with children are suitably vetted and qualified. New staff undertake an induction training day and sign to say they have read and understood the nursery's policies and procedures. This ensures they have a clear understanding of their roles and responsibilities and children receive a consistent service.

Leadership and management for nursery education are good. Training is well-supported at the nursery which means children benefit from motivated staff who have a current knowledge of childcare. Yearly appraisals ensure that staff training needs are known and these include a self-assessment element which allows staff to reflect upon their practice. The manager has a vision for the nursery which includes providing a quality service and an action plan is in place to achieve this. The delivery of nursery education is monitored as managers sign off all planning and assess staff as they work in rooms. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the registered person agreed to ensure all staff take positive steps to minimise the spread of infection; improve parental access to policies and procedures and make them more user friendly; ensure that parents are made aware how staffing levels are maintained at break times. The registered person has taken the appropriate actions to meet the recommendations. Children routinely wash their hand during the day. Policies have been re-worded and are available to parents from the office and they have been informed about how their children are supervised during staff break times. Therefore, children's health is promoted and parent have access to user friendly policies.

At the last nursery education inspection the registered person agreed to develop the use of short-term planning to ensure there are clear learning intentions for activities and that these are understood by all staff; improve the use of assessment, so that it records children's achievements and helps to identify their next steps in learning. The registered person has taken the appropriate actions to meet the recommendations. Learning intentions are shown in planning and staff are aware of the aims of the activities. Assessments of children's learning shows their achievements and the next steps in their learning. Therefore, children's learning is enhanced.

Complaints since the last inspection

Since the last inspection Ofsted have received three complaints relating to National Standards.

On 07 August 2007 concerns were raised about the care provided to children. These concerns relate to National Standard 3: Care, learning and play, 7: Health, 12: Working in partnership with parents and carers. An Ofsted inspector made an unannounced visit on the 10 August 2007 and found that the provider was not meeting National Standards 2: Organisation, 13 Child protection and 14: Documentation and issued 4 actions. The provider was required to review the organisation of staff to ensure they are deployed effectively within the premises to promote the safety, welfare and development of the children in the play scheme. To review the child protection procedure ensuring it clearly states staff responsibilities with regard to the reporting of suspected child abuse or neglect in accordance with the Local Safeguarding Children Board and to ensure this includes the contact and telephone numbers for the local police and social services. To ensure that all adults working and looking after children in the provision are able to put into practice procedures with regard to the reporting of suspected child abuse or neglect. To develop procedures to ensure that Ofsted is informed of any abuse, which is alleged to have taken place on the premises, at the earliest opportunity.

On the 27 September 2007 concerns were raised about ratios, bleach being used to clean tables and chairs, members of staff covering kitchen duties without the relevant food and hygiene certificate, bad language being used in front of children, children not being sent home when they are sick, and food is being served to children cold. These concerns relate to National

Standard 1: Suitable person, 2: Organisation, 4: Physical environment, 7: Health and 8: Food and drink. Ofsted conducted an unannounced visit on the 23 October 2007 and found that the provider was not meeting National Standards 1: Suitable person and 2: Organisation and issues 2 actions. The provider was required to ensure that there are effective procedures in place for checking that staff are suitable to work with children, with reference to recruitment and employment, and to ensure that staff are deployed effectively within the premises to ensure the safety, welfare and development of children at all times with particular reference to lunch time periods.

On the 16 January 2008 concerns were raised concerns about supervision, hygiene, behaviour management, equal opportunities and the handling of a complaint. These concerns relate to National Standards 6: Safety, 7: Health, 9: Equal opportunities, 11: Behaviour, 12: Working in partnership with parents and carers, and 14: Documentation. Ofsted conducted an unannounced visit on the 18 January 2008 and found that the setting was aware of some of the issues of the complaint and had taken steps to improve some aspects of practice already. As a result of the visit the provider was issued with two actions in relation to National Standard 13: Child protection. The provider was required to develop staff knowledge of Local Safeguarding Children Board's procedures ensuring a clearer understanding of responsibilities to report concerns and ensure any concerns are recorded and reported to social services or the police without delay. To ensure senior staff are aware of requirements to notify Ofsted of significant events, with particular regard to any allegations of abuse by a member of staff, or any abuse which is alleged to have taken place on the premises.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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.

The quality and standards of the nursery education are good.

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):

- improve the organisation of daily routines for children aged two to three years to ensure that they are engaged in meaningful activities
- improve planning for children under three years and ensure that assessment records are regularly updated to identify achievements and the next steps in their development.

The quality and standards of the nursery education

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

- ensure that assessments are completed for all children
- ensure that parents are well informed about the Foundation Stage and the areas of learning

- take steps to ensure that parents can contribute to a baseline assessment of their children
- put in place measures to ensure parents can carry on their child's learning at home.

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