

Millstone Day Nursery Ltd

Inspection report for early years provision

Unique reference number 226978
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Inspector Alison Edwards / Kate Bryan

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Millstone Day Nursery opened in 1993 and is one of two nurseries run by Millstone Day Nursery Ltd. It operates from converted premises in the centre of Leicester, serving the local and surrounding areas. Children are based in 11 playrooms on the ground, lower and first floors of the building. There is an enclosed area for outdoor play. There is ramped access to the ground floor of the building.

The nursery opens from 7.30am till 6.00pm from Monday to Friday throughout the year, excluding bank holidays. It is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 175 children under the age of eight years at any one time. All of these may be in the early years age range, including not more than 60 children under the age of two years. The nursery is also registered on the voluntary part of the Childcare Register to care for older children. Children under school-age attend on a full or part-time basis throughout the year. There is provision for school-aged children during school holidays, and before and after the school day during term-time. The nursery receives funding to provide nursery education to three and four year-old children. There are currently 124 children on roll within the early years age range, including 58 in receipt of nursery education funding. The nursery currently supports a number of children who speak English as an additional language, and also supports a small number of children with special educational needs or disabilities. The nursery employs 29 staff who work with the children. All of these are qualified or are working towards a qualification at Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and secure at the setting and staff work closely with parents to understand their individual needs. Consequently, children from a range of backgrounds play well together. Staff generally make good use of ongoing assessment to track children's progress and to plan for their future learning. This helps children to progress well and to establish a good basis for their future skills. All required policies and procedures are in place, and are generally used well to underpin the management of the nursery. Systems to monitor and evaluate the setting's performance work well in ensuring that recommendations from the last inspection have been acted upon, and in identifying areas for further development and improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that staff understand they must declare all changes to circumstances which may affect their suitability to work with children
- ensure that systems are in place to inform parents of all policies and

- procedures
- develop planning and organisation to ensure that activities and resources consistently promote the highest levels of independent and purposeful challenge and progression across each aspect of learning, with particular regard to outdoor play
 - make more effective use of positive images and activities to challenge children's thinking and to actively promote their understanding and respect for equality and for differences in culture, disability, ethnicity, gender, learning difficulties and religion.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of how to protect children and are aware of signs of abuse. Some staff have attended training in this area and the managers have sought advice from the Local Safeguarding Children's Board about how to implement the required policy. A useful policy is in place and people who are not vetted are never left alone with children. All visitors also sign into the building so staff have a good awareness of who is on the premises. Recruitment procedures are generally robust, although, staff associations are not routinely checked to ensure children's safety is maximised. Detailed risk assessments are in place for indoors, outside and outings, and access to the building is controlled via an intercom. Consequently, children's safety is well promoted. The manager and staff have worked hard to create a welcoming environment, and staff's awareness of individual children helps them to settle well.

All the staff team are either qualified or studying for qualifications. Training is well supported at the setting and courses attended include first aid, courses relating to learning and development, safeguarding and equal opportunities. This demonstrates the setting's commitment to ensuring children are cared for by a committed and trained staff group. The manager has completed a self-evaluation form, with input from staff, and has used this effectively to identify areas for improvement, such as detailed observations on children. An action plan has also been devised which identifies areas for development, such as, updating policies and procedures. The setting is also using the 'Quality Improvements Framework' to ensure staff can reflect on practice.

A useful range of operational policies and procedures are in place and parents receive a Welcome Pack. They also have the opportunity to comment on the running of the nursery via questionnaires. Staff are always available to discuss children's progress with parents, although parents do not routinely have access to the setting's policies and procedures. Parents expressed positive comments about the nursery and staff and thought they were well informed about their child's progress. Good progress has been made in working with others who deliver the Early Years Foundation Stage to children, and effective transitional arrangements for children leaving for school ensure that they settle well.

The quality and standards of the early years provision and outcomes for children

Arrangements to promote children's health are good. Children develop an awareness of good hygiene practices from an early age, because staff implement effective procedures in routines such as nappy changing, and encourage children to understand the reasons for washing their hands before meals. Staff encourage children's awareness of how to lead a healthy lifestyle through activities and stories linked to self-care routines such as cleaning their teeth, and through activities helping them to understand the different parts of their bodies and how they work. Children participate in activities helping them to learn about different types of food, and why some are healthier than others. They enjoy appetising and nutritious meals helping to promote a healthy diet. Children enjoy a planned range of indoor and outdoor activities, linked to assessments of their developmental needs, helping to extend their movement skills and to encourage them to be physically active. These include moving to music, ball games, climbing and balancing, and use of wheeled toys.

Children are settled and secure as they confidently move between different areas of the setting. For example, pre-school children competently negotiate the stairs under staff supervision, showing awareness that it is important to hold the handrail to prevent falls. Staff introduce a number of experiences helping children to extend their awareness of safety in the wider world, such as introducing the idea of coloured 'stop' and 'go' cards in movement games, and talking with children about the reasons for using designated crossings when on local outings. Staff are conscientious in implementing practical precautions to reduce potential risks, for example ensuring that safety gates are consistently used to manage children's access to stairs and corridor areas, and that only authorised adults are able to collect children. Staff show good awareness of how to deal with any accidents or medication administration effectively.

Staff are attentive and responsive in their dealings with children, so helping them to feel valued and cared for. They show a good awareness of many relevant aspects of children's circumstances, interests and abilities, so recognising and valuing their individuality. For example, staff and parents work together to share their observations about a child's gradual growing willingness to experience the texture of sand. Children start to form good relationships with others from an early age because staff encourage them to participate in simple sharing and turn taking games. Staff help children begin to resolve minor disputes through encouraging and modelling simple negotiation. Children already experience some activities and resources reflecting different aspects of their own and other people's lives. However, these are not yet always planned and presented to best effect to consistently challenge children's thinking and actively encourage them to embrace diversity.

Staff now make frequent on-going observations of children's changing abilities, so enabling them to track children's progress, and take account of children's changing interests in ongoing planning. As a result, children are usually busy and interested in their activities, whether choosing to play alone or with others. For example, an

older baby enjoys investigating different materials such as wood and metal when independently exploring a selection of different toys, whilst older children begin to confidently cooperate with each other when 'racing' in wheeled toys. Staff often build readily on children's observed interests, such as when they promptly provide a range of cause and effect toys with lights, knobs and switches in response to a younger baby's interest in the lights of a computer mouse. Children already explore some aspects of the natural world and of different substances, for example when investigating ice cubes or mixing ingredients in simple food preparation activities. They begin to learn about their local environment as they go on local walks. Toddlers enjoy acting out simple experiences, as when they purposefully wash up and dry toy crockery in adult-led play. Children across the age range develop their practical understanding of shape and size as they gain growing competence in designing and building with a varied range of construction materials. Older children begin to make links in their learning as they use writing materials and toy laptops in travel agent role play. They begin to extend their vocabulary as they use words such as 'rough' and 'bumpy' to describe the texture of collage materials, and are interested and attentive when listening to shared stories. However, staff are not yet always fully effective in their planning and organisation of available space and resources. Consequently, these are sometimes not used to best effect to fully extend all aspects of children's learning, for example by making more use of the outdoor area to provide a range of experiences across all areas of development.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met