



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 226978

DfES Number: 519900

INSPECTION DETAILS

Inspection Date 29/04/2004
Inspector Name Diana Pidgeon

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care
Setting Name Millstone Day Nursery Ltd
Setting Address 17 Millstone Lane
Leicester
Leicestershire
LE1 5JN

REGISTERED PROVIDER DETAILS

Name Millstone Day Nurseries Ltd 4084576

ORGANISATION DETAILS

Name Millstone Day Nurseries Ltd
Address Millstone Day Nursery
17 Millstone Lane
Leicester
Leicestershire
LE1 5JN

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Millstone Day Nursery opened in 1990 and is situated in the centre of Leicester city. This privately owned nursery accommodates children in a number of rooms spread over three floors. The out of school provision has use of the basement area with several different rooms for play or relaxation and study. Babies and toddlers are cared for in small groups, according to age and stage of development, on the ground floor. Pre-school children are mainly based in two areas on the first floor, although they use the dining facilities on the ground floor. All children have access to the secure outdoor play area.

There are currently 217 children on roll from 6 months to 11 years. This includes 28 funded 3-year-olds and 25 funded 4-year-olds. The nursery supports children with special educational needs and those who speak English as an additional language. The nursery opens Monday to Friday from 07:30 to 18:00 throughout the year, except public holidays.

There are 31 staff working with the children. Of these 21 hold a recognised childcare qualification and 8 are undertaking training. Additionally the nursery employs a number of ancillary staff including a chef and caretaker. The nursery receives support from Leicester City Early Years Development and Childcare Partnership. It also has been awarded "Investors in People" accreditation.

How good is the Day Care?

Millstone Day Nursery provides satisfactory care for children overall. The nursery offers a bright, welcoming environment where children are accommodated in base areas according to their age and stage of development. Good levels of staffing and systems for their deployment ensure familiar adults build caring relationships with the children.

Most areas of the nursery are safe and secure. Staff demonstrate a sound awareness of supervising children and have clear knowledge of the fire evacuation and child protection procedures. The nursery is clean and well maintained. Most

staff follow good practice in relation to caring for children and reducing the risk of infection. The nursery provides a varied range of healthy, nutritious meals that children enjoy.

Children in all areas of the nursery have access to a range of toys and activities suitable for their age and developmental needs. Plans, which are available to parents, show how these are used. Older children work towards the early learning goals and have a balanced range of adult led activities and free play. Children attending the out of school club enjoy a wide range of leisure-based activities in their own spacious environment. Babies' individual routines are followed. Staff ensure children's individual needs are met and that all children are included. Most staff are good role models for the children and encourage their behaviour through praise and encouragement.

Parents are given good verbal feedback on the care of their child on a daily basis. There are also daily records held of each child's activities, which the parent may view. The nursery holds all relevant documentation, although the new policy documentation is not readily accessible to parents.

What has improved since the last inspection?

At the previous inspection a number of actions were raised and the majority have been satisfactorily addressed. The nursery agreed to review policies and procedures to ensure they complied with the National Standards. This has now been completed. They have also ensured named staff have responsibility for child protection and behaviour management issues. The nursery was also asked to demonstrate that all staff had undergone the vetting procedure and evidence of this is in place. These actions improve the overall organisation of the nursery.

The nursery agreed to improve the toys and equipment available to the children and this has been effectively completed. Children in all areas have sufficient child sized tables and chairs for their use and sufficient toys and play materials which are well maintained by staff.

Health and safety has been improved through employing a new caretaker who regularly cleans the bathroom areas, ensuring the fire doors are maintained in good condition and improving safety in the outdoor area by establishing daily checking routines and adding wire mesh to the gates for improved security. However the security of the outdoor area in relation to the lock on the gate is carried forward from this inspection.

What is being done well?

- Effective grouping of children and staff deployment ensures children feel secure and confident with the adults looking after them. Warm, caring relationships are in place.
- Nutritious and healthy meals are freshly cooked for the children, offering a varied and healthy menu. Any individual dietary requirements are met. Mealtimes are sociable occasions and staff encourage children to try foods

and to develop their independence skills.

- The out of school club is well organised. It is accommodated in the basement of the premises and is equipped with activities suitable for the ages of the children attending. Children choose from a wide variety of leisure-based activities such as games machines, creative play and toys. Children are very happy and form good relationships with each other and the staff.

What needs to be improved?

- the safety of the premises, in relation to the security of the outdoor play area and the opening large windows in the first floor pre-school room
- staff's implementation of the hygiene routines, in relation to ensuring children wash their hands
- accessibility of policies and procedures for parents, and their format to make them more user friendly for parents.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
6	Ensure positive steps are taken to promote safety in the setting and proper precautions are in place to prevent accidents, in relation to the windows in the first floor pre-school room and the security of the gate to the outdoor play area.	07/05/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
7	Ensure all staff take positive steps to minimise the spread of infection.

12	Improve parental access to policies and procedures, and the format to make them more user friendly for parents.
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Millstone Day Nursery provides good quality nursery education where children make generally good progress towards the early learning goals. The nursery offers a happy, stimulating environment where children learn through a balance of adult-led and child-initiated activities.

Teaching is generally good. The new staff team work well together and build good relationships with the children. Most staff have a sound knowledge of the foundation stage and this enables them to plan a suitable curriculum to support all areas of learning. Topics effectively introduce children to new ideas, which ensures they are interested and motivated. However current assessment of the children is not always effective and not all staff are clear about the learning intentions from the daily activities. Children's behaviour is generally managed positively and staff ensure children with special educational needs are supported and fully included in all activities.

Leadership and management are generally good. There is a clear management structure in place, which includes the owners being fully involved in the daily running of the nursery. The staff working with the pre-school children are a new team and they show high levels of commitment and motivation to succeed. Staff development is supported through an appraisal system and access to on-going training.

The partnership with parents is generally good. They are informed about the nursery and its educational provision through the prospectus and information available within the nursery. Parents have daily opportunities to exchange information verbally with staff and to look at the records held. They also receive regular written reports based on their child's progress towards the early learning goals and their comments on these are invited.

What is being done well?

- Children have many opportunities to practise their mark making and writing skills purposefully within play. They write and post letters, make lists and record their observations as they play in the mission-control role-play area.
- Interesting planned activities ensure children are excited and motivated to learn. They respond enthusiastically to all aspects of the space topic, from making rockets from recycled materials to imaginative role-play. Children's vocabulary and general knowledge and understanding of the world are clearly extended.
- Children's physical skills are encouraged well through a wide range of planned activities that are carefully extended for the more able or older children. Children balance across low beams, climb and move confidently in different ways such as hopping and jumping.

What needs to be improved?

- short term planning, to ensure the learning intentions for activities are clearly understood by all staff
- the use of assessment to record children's achievements and to identify their next steps in learning.

What has improved since the last inspection?

At the last inspection there were two key issues to be addressed. The nursery agreed to improve staff's knowledge of the Foundation Stage. Staff working in the pre-school rooms have attended suitable training and received support and advice from specialist teachers from the Leicester City Early Years Development and Childcare Partnership. This has ensured generally good progress has been made to increase staff's overall understanding of the Foundation Stage.

The second key issue asked the nursery to improve staff's working knowledge of the special educational needs code of practice. Since the inspection the nursery has appointed a special educational needs co-ordinator, who has attended relevant training and now supports staff to assess and plan for any children with identified needs. This has resulted in children with identified needs in the pre-school being included in all activities and effectively supported in their learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

All children are interested and motivated to learn. They are beginning to form friendships and work co-operatively together. Older children generally sit quietly, express their feelings and often concentrate well. Most children are developing good personal independence skills and learning what behaviour is expected of them. Many children are confident to try new activities and show care for others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

All children listen well to stories, join in singing rhymes and most are able to communicate effectively with others. Children are beginning to link sounds and letters and most recognise simple words such as their own names. All children make marks and write within their play and many begin to form letters correctly. Most children enjoy looking at books, know how they work and begin to read for their own pleasure.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count up to 10 and beyond confidently. Most recognise numerals up to nine and many match objects and numbers in practical situations. Planned activities, such as the use of puzzles and construction toys, encourage children to explore shape, pattern and measurement. They are beginning to calculate within rhymes and focussed activities although spontaneous opportunities to extend this are sometimes missed.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Many interesting topics and activities encourage children to explore and investigate objects and natural materials. Children design and build using commercial construction sets and make their own rockets from recycled materials. Planned activities and use of the local neighbourhood extends children's appreciation of the environment, the past and different cultures. Children have some access to a computer and other items of everyday technology.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Planned use of the outdoor area enables all children to extend their movement skills and to use large equipment, such as balance beams. Children show a good awareness of their own personal space and that of others. They recognise the effect exercise has on their bodies and learn about keeping healthy. Most children handle a variety of tools, such as scissors, cutlery and writing tools, and have regular opportunities to practise their skills.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have some opportunities to explore colour and texture during activities. They create pictures and models in two and three dimensions. They draw freely from their own imaginations and from observation. Children enjoy making up their own games in the well-resourced role-play areas, and act out their ideas. Planned opportunities allow children to express themselves to a variety of different styles of music and to play instruments.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- 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 provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.