

# Millswood Nursery School

ST Austins Priory, Cadleigh, Nr Ivybridge, Devon, PL21 9HW

<b>Inspection date</b>	11/11/2013
Previous inspection date	17/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- An enthusiastic and highly motivated staff team, who understand the importance of working with children's interests, promote children's learning excellently. Staff consistently provide an exemplary variety of stimulating and challenging activities that promote children's learning through play.
- Highly effective key person systems enable all children to feel extremely valued and secure.
- Staff develop excellent relationships with all children and parents alike. Children form exceptionally good relationships with adults and each other and learn to play in harmony together. This enhances children's all round development extremely well.
- Children's self-help and independence is exceptionally well promoted, resulting in children showing high levels of self-control and confidence in their play.
- Monitoring in all areas to support highly effective practice and inform improvement is rigorous, leading to exceptional performance in the continuous pursuit of excellence.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the main play areas and the outside learning environment.
- The inspector reviewed a range of documents and policies, including children's observation and assessment records.
- The inspector interviewed the manager and spoke to staff.
- The inspector also took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager.

## Inspector

Katherine Lamb

## Full report

### Information about the setting

Millswood Nursery School was registered under the current ownership in 2008 and is privately owned and managed. It is situated in private woodland just outside Ivybridge in Devon. It is registered on the Early Years Register to care for up to 30 children in the early years age range. The setting supports children who have special educational needs and/or disabilities and those who learn English as an additional language. There are currently 70 children enrolled. The setting operates from a self-contained building and has private, enclosed, outdoor play space with level access. The setting receives funding for the provision of free early education for children aged two, three and four. Including the proprietor, ten staff work with the children. Of these, three are qualified teachers and all hold, or are working towards, appropriate childcare qualifications. The manager has Early Years Professional Status.

### What the setting needs to do to improve further

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

- consider providing a wider range of heuristic and sensory resources for children to explore

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Practitioners have a thorough knowledge and understanding of the Statutory framework for the Early Years Foundation Stage and as a result, all children are making excellent progress towards the early learning goals. Comprehensive information provided by parents effectively supports children's early learning and helps them make superb progress right from the start. This information is used alongside staffs' own observations of each child to plan effectively for their individual learning needs. The quality of teaching is exemplary, based on practitioners having high expectations of themselves and the children. Staff have an excellent knowledge of how the children learn. Staff plan rich and varied activities linked to children's evolving interests that help them acquire excellent communication and language skills and fully support their personal, social and emotional development. As a result, children form a secure basis for learning and develop confidence and independence. Staff know children extremely well. The observations and collection of children's work records their progress. Staff have excellent systems to assess children's development, including the required progress check for two-year-old children. These systems fully involve parents, so that a comprehensive picture of the child's individual progress is developed. This means parents and staff can work together to promote the children's ongoing learning and address any issues or concerns that arise at an early stage. Children with special educational needs and/or disabilities receive nurturing and

supportive care and learning. This enables these children to make excellent progress from their initial starting points. Practitioners work closely with parents and other professionals involved with the children to ensure their individual targets are addressed.

Children enthusiastically enter the setting eager to become involved in activities, actively seeking staff and settling down to play. Staff are extremely nurturing to all the children and care for them in an excellent way. This helps children to feel safe, self-assured and flourish in the setting. Children are involved in a rich, extensive range of activities that motivate them to learn across the seven areas of learning. Children learn the importance of numbers in counting games and can add and take away to see how many friends are there to play each day. Staff support speech development through rhyming games and small group work in both these areas is extremely effective in supporting children's learning. Staff plan further activities to enrich children's learning involving role play, where they act out experiences they have seen as part of their daily lives. For instance, they have set up a hairdressers role play after noticing children's interest in this area. This imaginary play helps them work through their interests and repeat events that they have seen to understand and make sense of the world in which they live.

Children are offered delightful learning opportunities in the outdoor area. They spend time in the garden where children test their developing physical skills, for example, sweeping leaves and transporting them in wheelbarrows as well as riding on bikes and scooters. This is an excellent way for children to develop their balance, coordination and confidence in movements. They also particularly enjoy mixing sand pies in their mud kitchen and giving their friends shows on the outdoor stage. Children have abundant opportunities to draw and write throughout the day. They freely use a range of paper, pens and crayons. Children draw pictures and attempt to write their names and shopping lists to take home, showing that they understand that the marks they make have a meaning. Children appreciate the access they have to the messy room where the range of resources supports them to express themselves in different ways. However, there are fewer sensory resources in this area for children to explore further. The wonderful learning opportunities offered to children throughout the setting promote their rapid development and help prepare them superbly well for the next steps in their learning.

The setting's commitment to engaging with parents successfully enhances the link between the setting and children's home environments. Parents are encouraged to share their observations about their child's learning and achievements at home, which are added to their child's learning journals, through termly interest sheets. They are also sent copies of the planning weekly and are invited to make appointments with key persons termly. Parents say how much their children are learning in nursery and that they are very well informed about what their children are doing.

### **The contribution of the early years provision to the well-being of children**

There is a very happy and relaxed atmosphere in the setting. Children's emotional well-being is extremely well supported due to their individual needs being met and their feelings respected. Key staff gather high quality information from parents when their

children first start attending to ensure they are fully aware of children's care needs, interests, likes and dislikes. Staff also offer settling in visits for new parents and children before they are due to start. Staff are patient, warm and approachable and these factors ease the transition between home and the setting. Children in the setting demonstrate that they feel safe as they are settled and confident in their surroundings. They show excellent levels of self-esteem through the praise and encouragement they receive from staff, who celebrate their achievements. Staff use important daily routines, such as small group times, as opportunities to spend times with key children and this time is full of songs, rhymes and chatter. Staff teach the children how to develop a healthy lifestyle very well. They plan regular time outdoors where children spend time in the fresh air being physically active. Staff effectively help children to experiment with risk and independence. For example, as children run on the slope staff ask them why this could be dangerous, to which the children reply 'it's wet so we could fall'. Practitioners regularly support children to carry out every day routines, such as hand washing and serving their own food.

Children behave extremely well because they are purposefully occupied. Clear boundaries and rules are supported by calm, simple, age-appropriate explanations from staff. Staff act as positive role models and have high expectations of children's behaviour. Staff support younger children to play particularly well. Staff provide plenty of resources and one to one attention, so children learn to play alongside each other in a happy and exciting environment. Older children share and negotiate throughout many aspects of their play. For example, children have learnt how to use the sand timer at the computer and identify whose turn it is next without support from staff. Children are developing strong friendships as they play together in pairs and in groups. All children share and take turns extremely well. This prepares children very well for their future learning and eventual move to school. The setting links effectively with local schools, in partnership with parents. As well as inviting other providers involved with the children to come and spend time with them in the setting. This promotes excellent continuity to support children's ongoing learning.

### **The effectiveness of the leadership and management of the early years provision**

The manager is motivated, keen and supportive of all the staff. She ensures that the setting continually meets the varied needs of children and parents. Rigorous reflections and management of the provision and the strong drive towards continual improvement ensures children's care and learning needs are extremely well met. This means that children are provided with a safe, well-organised and resourceful setting. Staff are immensely thorough and resourceful as they strive towards meeting the highest standards. For instance, they have developed an operational plan that they review and update at least termly to drive improvement and provide a stronger setting for the children. The monitoring systems of children's progress allows the manager to check whether specific groups of children are making consistent progress and highlights areas of improvement. This ensures that children have optimal learning opportunities, so they can achieve their full potential. The manager also has an excellent knowledge of her staff's capabilities. High quality practitioner performance is based around regular staff and supervision meetings and appraisals. This not only enables the manager to target a

programme of professional development for each staff member, but means that the team is continually improving their performance and practice. All staff have responsibility for safeguarding children and demonstrate an excellent understanding of their role in meeting the safeguarding and welfare requirements. Staff's knowledge of the setting's policies and procedures is comprehensive and carried out to a very high standard and training is paramount in maintaining this high level of understanding. For example, they know the procedure to follow if they had a concern about a child or a member of staff's practice. A robust daily risk assessment of all areas of the nursery identifies potential hazards to minimise risks to children. Consequently, children remain safe.

Robust recruitment systems are in place to ensure all adults are suitable to be in the proximity of children. A thorough induction procedure enables all new staff to develop an accurate understanding of their roles and responsibilities within the setting. Excellent deployment of staff ensures children are consistently supervised and therefore, remain safe at all times. Children's needs are exceptionally well met through highly effective partnerships with parents, other settings and external agencies. All parents spoken to on the day are extremely happy and speak very positively of the nursery. They feel their children are 'happy', 'settled' and their child has 'made excellent progress'. They greatly appreciate the support the nursery staff provide.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY380701
<b>Local authority</b>	Devon
<b>Inspection number</b>	942393
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	70
<b>Name of provider</b>	Rachel Anne Howing-Nicholls
<b>Date of previous inspection</b>	17/11/2008
<b>Telephone number</b>	01752 894 737

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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