

# Millstone Day Nursery Ltd

17 Millstone Lane, LEICESTER, Leicestershire, LE1 5JN

<b>Inspection date</b>	15/11/2013
Previous inspection date	14/09/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children are provided with the opportunity to take part in many trips and experiences outside the nursery environment, to support their understanding of the world.
- The good key person system and well thought through staff deployment ensures continuity for the children. Because of this, children feel secure in their environment and at ease with the staff, which supports their emotional well-being.
- Staff implement good hygiene practices which help to reduce the spread of infection.
- Children's care needs are well managed because staff have good systems to share and discuss information with parents.

### It is not yet good because

- Children's self-help skills are not well enough promoted, in particular at meal times.
- Information gained upon entry to the setting is not adequate enough to help identify children's starting points and ensure that staff have a good knowledge of the physical and emotional needs of the children.
- Staff working with children under the age of two years do not have a secure knowledge of the areas of learning and the significance of the three prime areas. Therefore, the youngest children's development is satisfactory rather than good.
- Supervision processes for staff are not yet robust enough to clearly identify strengths and weaknesses in the quality of the teaching and learning.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector held a meeting with the provider and the manager of the provision and spoke to staff and children at times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector looked at a selection of children's assessment records and planning, evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector observed the quality of practice within a variety of different age groups and environments.

## Inspector

Elizabeth Coull

## Full report

### Information about the setting

Millstone Day Nursery Ltd 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 seven 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 to 6pm from Monday to Friday throughout the year, excluding bank holidays. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 129 children on roll, of whom 73 are within the early years age range. The nursery currently supports children who speak English as an additional language and also supports children with special educational needs and/or disabilities. The nursery employs 32 members of staff who work with the children including two managers and a director. Of these, 26 are qualified at level 2, 3 or 4. One member of staff is working towards a qualification at Level 5.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the setting's staff supervision process to ensure it clearly identifies strengths and weaknesses in staff practice and knowledge, with particular reference to ensuring that those staff working with children under the age of two years, have a secure knowledge about the significance of the prime areas of learning, so that all children are supported to make good progress.

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

- support children's growing independence by maximising opportunities for children to carry out tasks by themselves, with particular reference to pouring their own drinks and serving their own food at meal times
- ensure that information gained about new children starting the nursery informs staff of care routines, preferences and development to help staff meet the needs of the children and make an informed decision about children's starting points.

## Inspection judgements

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

Children are provided with a satisfactory range of resources, which generally cover all seven areas of learning. Staff working with the older children have an adequate knowledge of how children learn and develop and how to provide a challenging and stimulating learning environment. However, staff working with the younger children lack a secure knowledge and understanding of the importance of the prime areas of learning for the youngest children. Because of this, children in the baby room are not provided with activities which are always challenging and age appropriate, therefore, the babies are not yet enabled to make better than satisfactory progress. Children are offered learning opportunities in the wider community. For example, the children are taken on regular visits to theme parks, farm centres and museums. This extends their knowledge and understanding of the world around them. Opportunities to extend children's understanding of stranger danger and how to keep themselves safe are maximised, for example, when the police are invited into the setting to talk to the children. Staff respond well to children's interests and ensure that activities provided are tailored to meet their interests. Staff talk to children about what they are doing and gently support them in their play. They take opportunities to skilfully question children and in doing so, support their developing language skills.

Children with special educational needs and/or disabilities are very well monitored and supported. The manager completes an individual learning plan, which clearly identifies which area of learning the child needs support with. This is regularly updated to ensure that the child is making progress, with particular focus upon the identified area of weakness. The setting works well with other agencies, such as the local authority and speech and language therapists, to ensure that each child receives the adequate level of support needed.

Staff make regular significant observations of the children's learning and these observations are used to inform the planning of the learning environment for the coming week. Weekly planning of the provision is completed by staff, however, systems are not sharply focused enough for the children aged under two years, because they do not identify learning intentions for individual children. As a result, children are not always adequately focused and challenged. The older children are prepared for school because staff have high expectations and support children to understand how to behave appropriately. For example, when two children argue over a train, a member of staff skilfully supports them to negotiate taking turns. The two children play happily afterwards, taking turns and discussing how long before it is time to swap. The older children's literacy skills are appropriately supported as they eagerly take part in a phonics session. The children excitedly join in with action songs, which encourage the children to understand the letters and sounds of the alphabet. Recognition of letters and sounds is further supported as children's names are displayed for them to identify and put onto the name board. Staff complete progress summaries before children start school and these are shared with parents and with the child's chosen school. Parents are given the opportunity to comments upon their child's progress and add any learning that has taken place at

home.

Staff in the Eeyore room complete the 'progress check at age two' for children. These documents are shared with parents, and with permission, are shared with other agencies where appropriate. Staff use the information to ensure early identification of any additional needs children may have, to enable staff to put support in place and provide children with the key skills to be ready for school. Children are developing a sense of themselves as individuals, wanting to do things independently and expressing their own preferences. For example, when a group of younger children are washing their hands after sitting on the potty a member of staff tries to help a child pull his sleeves up. The child pulls away and indicates that he can do it himself. The member of staff recognises this and allows him the independence to carry the task out on his own.

The nursery provides out of school care and uses their minibuses to collect children from many local schools. The manager understands the need to ensure that ratios are met at all times while collecting children. The suitability of staff who collect children from school is ensured through good recruitment procedures, references and Disclosure and Barring Service checks. Children who attend the nursery for full day care sessions also make good use of the nursery minibuses on trips and outings to local parks and attractions.

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

There is an effective key person system in place and the sound deployment of staff ensures continuity for the children and families in the setting. Parents speak highly of their key person and are able to tell the inspector who their key person is. The setting operates a pre-visit system to allow parents and children to attend for taster sessions, which helps children to settle into the setting gradually. Basic information, such as, contact details, child details, medical details and permissions, such as for outings and photographs, is gained before children start the setting. However, information about care routines, preferences and previous development is not documented. Therefore, staff are unable to make an informed judgment about children's starting points and their physical and emotional needs. Staff are kind and caring towards the children and the children are happy to be comforted by staff in the absence of their parents. Children's artwork and pictures of outings are attractively displayed on the walls which helps to give the children a sense of belonging and pride in their achievements.

Good hygiene practices are in place to ensure the risk of cross infection is minimised. Staff wear protective clothing when changing nappies and always disinfect surfaces after use. Older children display a good understanding of how and why to wash hands effectively and younger children are well supported by staff to foster similar routines. Positive relationships with parents ensures that children are well supported with their next steps in learning, such as potty training. While a group of children are sitting on the potty a member of staff skillfully distracts the children by singing their favorite songs and talking about the weather. This allows the children to use the potty without feeling pressured and also develops their communication and language skills. The setting has a comprehensive policy on infectious illness and this is clearly understood and implemented to protect the good health of all children and staff.

Children are provided with a range of healthy snacks and meals. Staff use meal times as an opportunity to socialise and communicate with the children. However, children's self-care and independence skills are not enhanced. For example, they are not offered opportunities to pour their own drinks and chop their own food. Children generally behave well because staff have high expectations and gently remind children to use manners when necessary.

Children have regular access to an outdoor area where there are opportunities for children to explore their physical capabilities. Children learn to take risks safely as they use the large climbing equipment in the outdoor play area. Some children are reluctant to go outdoors because it is cold. However, staff talk to the children about the benefits of fresh air and keeping healthy and the children are then happy to go out.

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

Staff have a sound understanding of how to keep children safe and demonstrate a good understanding of the signs and symptoms of abuse. There are robust procedures in place for inducting new staff. Suitable checks and a probationary period help to make sure that those who work with children are suitable to do so. All staff employed at the setting have been police checked and two references are sought before employment is confirmed. A secure entry system restricts access into the building and staff confirm the identity of all visitors and record their attendance at the nursery. Children are cared for in a safe and secure environment as staff complete suitable risk assessments and daily checks.

The manager has an adequate knowledge of how children learn and develop. There are systems in place to monitor the range of learning experiences covered across all age groups within the setting to ensure that a general balance of all areas of learning are being covered. Although monitoring and supervision takes place regularly, this is not yet effective in identifying strengths and weaknesses in the quality of the teaching and learning. As a result of this teaching and learning is variable in quality. The manager operates a six monthly plan upon which she identifies specific issues for improvement and dates to be completed by. The nursery's self evaluation form gives more in depth consideration to the main strengths and weaknesses of the nursery as a whole. Staff complete individual self-evaluation forms which gives them the opportunity to consider strengths and weaknesses in their own practice. This information helps the manager to identify staff training needs and promotes continuous professional development.

Parents are offered the opportunity to comment on the quality of the provision. The entrance to the nursery provides parents with a range of informative information about the nursery and other relevant services. Documentation for the safe and effective management of the nursery is well organised and updated to take account of revised legislation and best practice. This helps staff to ensure children's safety and well-being is promoted.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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>	226978
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	938741
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	175
<b>Number of children on roll</b>	112
<b>Name of provider</b>	Millstone Day Nursery Ltd
<b>Date of previous inspection</b>	14/09/2012
<b>Telephone number</b>	0116 2512725

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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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