

Millstone Day Nursery Ltd

17 Millstone Lane, Leicester, Leicestershire, LE1 5JN

Inspection date	17/12/2014
Previous inspection date	15/11/2013

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

The quality and standards of the early years provision

This provision is good

- The quality of teaching is consistently good as staff skilfully question and engage children during their play. This enhances children's learning, as a result all children make good progress.
- Children are confident in the nursery environment because they know what is expected of them. Consequently, they behave well and act in a safe and responsible manner.
- Children are provided with a safe and secure environment because staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, children are well protected.
- The management team are fully committed to driving improvement in the nursery. Staff's professional development is nurtured to improve teaching and learning. Consequently, children receive continually enhanced learning experiences.

It is not yet outstanding because

- Children are not always able to extend their own learning through play as activities resources are changed regularly. Also, the flexibility to extend activities by using toys and equipment in a variety of ways is limited.
- Strategies to encourage parents to share information and promote children's learning at home are not always successful. As a result, staff sometimes do not have a full and clear picture of what children do at home, to inform their planning.

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 had a tour of the nursery.
- The inspector observed children during activities in all areas of the nursery, both indoors and outdoors.
- The inspector carried out some joint observations with a manager.
- The inspector looked at children's assessment records and a range of other documentation. This was discussed with staff at regular intervals.
- The inspector checked evidence of suitability of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day and from written feedback provided at the inspection.

Inspector

Tracy Hopkins

Full report

Information about the setting

Millstone Day Nursery Ltd was registered in 1993 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery operates from converted premises in the centre of Leicester, serving the local and surrounding areas. Children are based in rooms on the ground, lower and first floors of the building. There is an enclosed area for outdoor play. The nursery operates Monday to Friday, from 7.30am to 6pm, throughout the year, excluding bank holidays. There are currently 241 children on roll, of whom 147 are within the early years age range. The nursery offers funded sessions for two-, three- and four-year-old children. The nursery currently supports children who speak English as an additional language and supports children with special educational needs and/or disabilities. There are 35 members of staff who work directly with the children. This includes a senior management team consisting of two directors and five managers. Additionally, 28 staff members are qualified at level 2, 3 or 4. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enrich existing opportunities for children to extend their own learning through play by increasing the time that children can spend at activities and by providing a range of resources that can be used in a variety of ways to further extend activities
- develop further strategies to help engage parents more in their children's learning and to share information about what children do at home.

Inspection judgements

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

The quality of teaching is good because staff take the time to get to know the children from the very first day that they start at the nursery. This means that children are provided with the most appropriate activities and the individualised support that they require. Children are active learners and are willing to have a go. For example, staff fill floor trays with different sensory materials, such as shredded paper and rice cereal. Children enthusiastically investigate these new experiences and show that they are positively engaged in their learning. Children are provided with a range of resources, activities and experiences that cover all seven areas of learning. However, activities are regularly changed and children are not always given enough time to extend and practise the skills, which they have previously developed. Additionally, the flexibility for the children to extend activities by using toys and equipment in a variety of ways is sometimes limited. However, children make good progress in their learning because the teaching methods

match their individual needs. This is because staff know the children and they have a very good understanding of the Early Years Foundation Stage. For example, the good staffing ratios enable staff to provide additional one-to-one support for those children with special educational needs and/or disabilities. Staff are skilled in adapting their approach to meet children's individual requirements for increased support.

Children's communication and language development is supported effectively as staff engage in constant discussion, introduce new vocabulary, skilfully question and model language during their activities. Children who speak English as an additional language, receive effective support to help them to make good progress. Staff gather key vocabulary from parents and provide opportunities for children to develop their home language in play and learning. Staff effectively use the same visual daily routine through the nursery, so children learn what is happening 'now' and 'next'. Children begin to learn that print carries meaning as the visual routine includes new words as they progress through the nursery. Children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning and school. For example, staff teach children to share and take turns and cooperate with each other as they play. Children demonstrate their learning as they play amicably together, cooperate with each other and swap resources.

Staff observe and assess children's development from the outset. They obtain information from parents about what their child already knows and can do when starting nursery. This enables staff to complete a full assessment of children's needs. Comprehensive observation, tracking and planning systems are used well. Observations are routinely carried out, linked to early years outcomes and effectively evaluated. Planning is linked to the areas of learning and the purposeful planned activities provide stimulating challenge to support the children's next steps in learning. Tracking systems for individual children are precise, clear and monitored robustly. As a result, children receive targeted support and intervention, when required and make good progress towards the early learning goals. Staff ensure that a summary of children's development is produced for parents in time for the progress check for those between the ages of two and three years. Staff value and encourage parents' role in their children's learning. Although, staff take the time to speak with parents on arrival and at collection times, strategies to further encourage them to share information about what children do at home are not always successful. As a result, staff are not always aware of children's latest interests and their achievements at home are not always shared to further support their development.

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

A well-established key-person system ensures that children settle quickly and feel emotionally secure in the nursery. Staff talk to parents during the settling-in process to find out about children's likes and dislikes and incorporate this into their planning. For example, a child's favourite items from home are kept close by to help the settling-in process. Additionally, staff support parents with a range of issues, such as weaning and toileting. As a result, children benefit from a shared, consistent approach to care routines. Children are provided with highly nutritious, wholesome meals prepared by the qualified on-site chef. Older children have lunch in the dining room where they collect their cutlery and cups and pour their own drinks, showing high levels of self-care and independence.

Where appropriate, children are encouraged to serve their own meals with support from the staff. Children openly discuss the importance of eating healthy and explain 'healthy food gives us energy to run'. Staff discuss the importance of personal hygiene and encourage older children to independently wash their hands and tend to their own toilet needs. Younger children are supported sensitively during nappy changing routines. As a result, children are developing a good understanding of the importance of adopting healthy lifestyles.

Behaviour management is a strength of this nursery. Children are given clear guidance for their behaviour and show that they understand the expectations. Staff calmly intervene in minor squabbles by giving children helpful language to use, to enable them to share and diffuse issues quickly and effectively. Additionally, staff are positive role models and consistently remind children to use good manners. They promote friendships between children by encouraging them to play alongside each other. Also, they talk about how children might be feeling. Consequently, children are learning to respect the feelings of others.

Children demonstrate secure physical skills and are able to run, jump, kick and climb confidently. This is because they experience fresh air and exercise daily, negotiating the open space in the outdoor environment. Children also have the opportunity to access a well-resourced soft playroom in adverse weather conditions. Appropriate physical challenge enables children to independently learn how to safely manage and negotiate risks. For example, they are encouraged to climb the steps to the slide, developing balance and control in a well-supervised risk situation. Children are healthy, happy and emotionally well supported by attentive staff. As a result, children are emotionally well prepared for their next steps in learning and their eventual move to school.

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

Staff have a thorough understanding of safeguarding practices and know the signs, symptoms and possible indicators of abuse and neglect. Staff show good understanding of the referral procedure should they have concerns about a child's welfare. Robust suitability and vetting systems are successfully implemented and stringent recruitment procedures means that all adults have undergone meticulous health, employment and enhanced Disclosure and Barring Service checks. This helps to ensure their suitability to work with children. Staff conduct regular risk assessments in all areas of the nursery and remove any hazards, where appropriate. All doors are kept locked and there are robust systems in place to monitor visitors. Accidents are accurately recorded and shared with parents and there is a high ratio of staff that hold paediatric first-aid certificates. As a result, children are very well safeguarded.

The staff team are well qualified and demonstrate a good knowledge of the Early Years Foundation Stage. The management team are driven and motivated to improve the overall quality of the setting. They have worked hard over recent months to make necessary improvements to practice and all actions and recommendations identified at the previous inspection have been successfully addressed. For example, staff are now supported more

effectively by the management team within the organisation, who regularly observe their practice and give constructive feedback to help them improve their teaching skills. Staff have attended appropriate training courses, which have had a positive impact on their knowledge and skills. The manager monitors the educational programmes well to ensure children are making good progress. For example, adaptations to the implementation of the planning have been made to ensure that children's next steps are effectively linked to the areas of learning. This has improved staff's knowledge, as a result all children continue to make good progress. A thorough and precise action plan identifies weaknesses of the setting and priorities to improve.

Staff share information with parents on a daily basis about children's routines and activities, which they participate in. Displays in the entrance areas inform parents about staff, meals, the Early Years Foundation Stage and other useful information. Parents spoken to on the day, are very pleased with the progress their children are making and value the range of support offered by the staff to promote their development. Staff have established good links with external agencies and other professionals to ensure that children's individual needs are met by receiving appropriate intervention and support.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

Unique reference number	226978
Local authority	Leicester City
Inspection number	962613
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	175
Number of children on roll	241
Name of provider	Millstone Day Nursery Ltd
Date of previous inspection	15/11/2013
Telephone number	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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