

# Millstone Day Nursery Ltd

17 Millstone Lane, Leicester, Leicestershire, LE1 5JN



<b>Inspection date</b>	20 March 2018
Previous inspection date	17 December 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Managers have put in place systems that enables them to quickly identify children who may need extra support. Managers work well with external agencies to construct plans that help children make good progress from their starting points.
- Staff supervise children well and keep them safe. Staff are good at communicating with children. Children are happy and confident. Children share their views and talk to new people readily.
- Staff know children well from spending time with them and speaking to parents regularly. Staff use this knowledge to plan activities that children enjoy and are able to gain new skills from.
- Staff praise children when they follows rules, such as good listening. Children are proud of doing well, sharing their reward charts with big smiles on their faces.
- Parents are happy with the information staff provide about their children. Staff provide regular updates to parents about children's progress. They give parents ideas about how to help their children's development at home.

### It is not yet outstanding because:

- Staff do not always record all information about injuries from home.
- There are few activities for children to learn about living things.

## What the setting needs to do to improve further

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

- improve systems so that all records of injuries from home include relevant information
- provide more activities for children to learn about living things.

### Inspection activities

- The inspection was completed by two inspectors due to the large number of rooms and children.
- Both inspectors observed the quality of teaching during activities both indoors and outdoors, and assessed the impact this has on children's learning.
- An inspector completed a joint observation with a nursery manager.
- Both inspectors looked at relevant documentation, such as children's records, staff files, policies and planning sheets.
- An inspector held a meeting with two of the nursery managers.
- An inspector spoke to staff regarding their knowledge of safeguarding.
- Both inspectors spoke to staff about children's progress and support they receive from management.
- An inspector spoke to a selection of parents during the inspection and took account of their views.

### Inspectors

William Good / Caroline Clarke

## Inspection findings

### Effectiveness of the leadership and management is good

Managers know what the nursery does well and where it can improve. They regularly observe practice and speak to staff, children and parents to get their views. They use this information to make changes to improve the quality of the service. For example, managers have introduced reward charts to help children to understand rules. Managers hold regular group, and one to one, meetings with staff. They share their knowledge to develop staff practice. For example, managers recently gave staff training on safeguarding. As a result, staff are clear on the signs that raise concerns about a child's welfare and how to report issues. Safeguarding is effective. Managers use additional funding well. They buy resources using Early Years Pupil Premium funding. The resources support children to make good progress in areas that they are not at a typical level of development. Managers provide a wide range of resources and plan activities that cover the curriculum.

### Quality of teaching, learning and assessment is good

All staff hold a relevant childcare qualification. As a result, they understand how to teach children the basics well. They support children to develop their speech. For example, they regularly sing nursery rhymes using actions to support children's understanding. Children begin to join in with the actions and singing from a young age. Children in the pre-school room sing their favourite nursery rhymes during free play. Staff extend children's play to help them to learn. For example, young children enjoy stacking blocks. Staff then hide a block in a toy crocodiles head. They then show children how to pop open the head to see the block. Children laugh each time the head pops open, helping them to learn to be inquisitive and problem solve.

### Personal development, behaviour and welfare are good

Staff are good role models for children. They use and remind children about manners. Staff use picture cards and photos to talk to children about key events in the day. As a result, children follow routines well. Staff create an environment that encourages children to learn. Children ask lots of questions which staff listen to and answer. Staff also challenge children to think. For example, staff ask children to draw a shape choosing a pencil and paper from a range of colours available. Staff ask children the colour of the pencil and the paper and probe to enable children to realise that the pen and paper need to be different colours. Staff provide children with healthy food and follow diet needs well.

### Outcomes for children are good

Children are at typical stage of development for their age. Staff provide activities that support children's literacy skills. Young children use crayons to make marks together on large pieces of paper on the floor. Older children use tools such as stencils. Staff are helping children to be ready for school. They encourage children to be independent. Staff teach children to go the toilet and use knives and forks from a young age. They also teach children to focus on activities for long periods of time and to take turns. This helps children to develop their concentration, a skill they will need at school.

## Setting details

<b>Unique reference number</b>	226978
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	1115597
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	175
<b>Number of children on roll</b>	199
<b>Name of registered person</b>	Millstone Day Nursery Ltd
<b>Registered person unique reference number</b>	RP522979
<b>Date of previous inspection</b>	17 December 2014
<b>Telephone number</b>	0116 2512725

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 Monday to Friday, from 7.30am to 6pm, throughout the year, excluding bank holidays. 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 26 members of staff who work directly with the children of which one holds a relevant childcare qualification at level 4, 19 at level 3 and six at level 2.

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