

Little Millers Day Nursery and Out of School Club

Inspection report for early years provision

Unique Reference Number	253260
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Inspector	Judith Rayner
Setting Address	Mansfield Road, Sutton-in-Ashfield, Nottinghamshire, NG17 4JL
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Registered person	Sherwood Forest Hospitals NHS Trust
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Little Millers Day Nursery and Out of School Club opened in April 2000. It is part of the Sherwood Forest Hospitals NHS Foundation Trust and only offers nursery places to the NHS employees. It operates from a purpose built single storey building at the King's Mill Hospital, Sutton in Ashfield, North Nottinghamshire.

There are currently 109 children from six months to five years on roll. This includes 23 funded three and four-year-olds. Children attend for a variety of sessions. The setting is able to support children with learning difficulties and/or disabilities, and also children and families who speak English as an additional language. The nursery opens each weekday all year round. Closing for all Bank holidays. Opening times are Monday - Friday 06:45 until 18:30.

There are 26 staff working directly with the children. 23 staff have early years qualifications to NVQ Level 2 or 3. Five staff are currently working towards a recognised early years qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well. This is because the setting takes positive steps to promote the children's good health, and encourages them to begin to take responsibility of meeting their own health needs. Positive steps are taken to prevent the spread of infection. For example, individual bibs, flannels and bedding are provided for each child. Children stay healthy because practitioners follow current and appropriate environmental health and hygiene guidelines, policies and procedures. For example, staff follow clearly written rotas for checking the toilets, cleaning resources and sterilising equipment. Children's welfare is effectively promoted because the provider can respond to accidents appropriately because the majority of staff hold current first aid certificates and the first aid box is up to date, and easily available. Accidents are recorded and shared with parents. Children from a very young age are learning to understand the importance of personal hygiene. They wash their hands before and after eating, and after using the toilet. Staff reinforce the good practice because they are good role models by supporting young children and babies, and provide activities for children to increase their knowledge. For example, children are linking being healthy with topic work that covers healthy eating and caring for themselves.

The children are appropriately nourished. They have good opportunities to learn about healthy eating because the setting provides children with regular drinks and foods that are nutritious and comply with their dietary and religious needs. The children are learning about healthy living through a range of good activities that develop their understanding of what foods are good for them. For example, children experiment with food during food tasting activities, vegetable printing and talk about food during circle time. Children enjoy meal times. Older children talk to their friends about what is on their plate whilst younger children and babies are supported in developing their independent skills by feeding themselves and learning to use spoons and forks.

The children enjoy varied opportunities to experience physical activities and develop their skills. For example, play is planned to ensure each child has time outside to experience differing weather. They participate in a sufficient range of activities to help develop their large muscles and control skills. Children have fun riding the trikes around each other and drawing with chalks on the floor. Young children and babies spend time in the pushchairs in the fresh air and use low climbing apparatus. All children and babies engage in a good variety of resources that enhance their small physical skills such as pencils, scissors, jigsaw puzzle pieces, investigative toys for twisting, turning and shaking.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe and very well cared for in premises that are safe, secure and suitable for their purpose. This is because the setting ensures that the environment given to children means they have access to a comprehensive range of facilities that successfully promote children's development. For example, bright, colourful and well maintained displays offer a welcoming environment for children and parents. Children independently access toys because they are suitably stored so children can reach them. Younger children and babies are effectively supported by staff to ensure they have the same chances to play with toys. Space is well-organised encouraging children to explore and engage in activities.

The children use a good, wide range of equipment that is suitable and safe. This is because the setting provides furniture, equipment and toys which are appropriate for their purpose. They are of suitable design and condition and are well maintained. For example, babies play with investigative toys that support their curiosity and exploratory skills. Staff are skilled in organising the toys so babies can see and access them independently or with support. Older children busily self-select the toys and equipment which is attractively presented to them on tables or on the floor. This encourages them to investigate and ask questions.

Children's safety is well promoted because the provider takes positive steps to promote safety within the setting and on outings. Good precautions are taken to prevent accidents and minimise identified risks to children. For example, staff are knowledgeable and adhere to the well-implemented policies and procedures, thus ensuring children are safe. Effective and regular fire procedures are undertaken raising children's awareness of what to do should they need to leave the building in an emergency. Babies and children are supervised effectively and their needs met. This is because the staff deploy themselves well and understand the individual needs of the children, they ensure activities are safe and suitable for them. There are good procedures for outings. Children are kept safe because, parental consent is given, risk assessments are carried out, adult to child ratios are maintained, contact details and first aid resources are taken with them. Children are learning to keep themselves safe. For example, they sweep up excess sand on the floor so others do not slip and pick coats up from off the floor so children do not trip over them.

The safeguarding of children is good. They are well protected from harm because staff have a good understanding of their role in child protection. They are able to put appropriate procedures into practice. For example, they know who to go to if concerned about a child and that records are required to be undertaken. They are familiar with the types of abuse and the possible signs and symptoms that potentially indicate that a child is at risk of harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled at the nursery. They are developing well and progressing through the milestones. Babies and young children are developing their independence skills. They move around the room making choices in their play. For example, one baby wanted to play in the messy play after he had sat on the rocker. Babies and young children are given good opportunities to enhance their all round skills. This is because the staff have a clear understanding of planning play for children. They have good knowledge of the 'Birth to three matters' framework and are effective in implementing this into the child's day. Each child has their individual plan. Staff plan together and also input on 'ideas' sheets. Records are undertaken of children's assessments and planned for the next steps of learning and development. Babies and young children are forming good relationships with their peers and staff. For example, they look through the window at other children in the setting waving and smiling at each other. They enjoy having cuddles and dancing with adults. For example, one baby sat on the mat moving up and down, smiling. A member of staff joined in giving good eye contact and saying, 'are you dancing?' and moved up and down whilst smiling back. Babies and young children are developing their confidence skills. This is because the staff engage sensitively and calmly with the children and reinforce good routines whilst taking into consideration each child's individual needs. For example, one baby is settling into the routine. Staff are warm, caring, use soft tones in their voices and give cuddles to reassure the baby. Young children enjoy singing time. They clap their hands at the end of each song and openly share which song they would like to sing

next. Their confidence is developing. For example, one child approached an adult dancing and singing 'Dingle dangle scarecrow'.

Children are valued. They are praised and respected as individuals. This is because the staff acknowledge children's achievements and share this with each other. They display children's artwork and praise them at their achievements. For example, one child is learning to trace his name, he is supported by a staff member and when he had finished he showed other staff what he had done. Staff praised the child, saying, 'well done, clever boy'. The child then said he wanted to do it again. Children's self-esteem is good. The imagination skills of children is developing well. They play happily with the baby dolls. One child got the car seat and asked an adult what they wanted from the shops, whilst another child was rocking the doll to sleep saying, 'shhh shhh'. Children are developing good relationships with all staff. For example, some children gave the cook stickle bricks to wash as she was clearing up after lunch. Children enjoy story time whether sitting on a staff member's knee reading a book together or in a larger group on the floor. Children benefit and enjoy physical indoor and outdoor play. This is planned into their daily activities and in all weathers.

Nursery Education.

The quality of teaching and children's learning is good. Staff have good knowledge of the Foundation Stage and how children learn effectively. They plan as a team and assess well to ensure children move progressively through the stepping stones. Activities are very well planned to meet the individual learning needs, these are then evaluated to identify the next steps of learning for each child. As a result, children are motivated, interested and make very good links in their learning. However, the organisation of some resources does not provide regular opportunities for children to participate in imaginative or information technology activities. Therefore, some aspects of children's learning is less well promoted. Staff work effectively as a team and organise the day well which benefits children's learning through a wide range of activities and experiences both inside and outdoors.

Children are motivated and engaged in their play. They are confident and well behaved. They are enthusiastic in trying activities and new experiences and are actively involved in their learning. Children show independence when selecting and carrying out activities. Children are developing a good sense of belonging and care about their environment. For example, they help tidy away the bricks so all children can sit down in the circle area. They are forming good relationships between each other and adults and are respectful and courteous to one another. For example, they say 'please' and 'thank you'. Their self-esteem is good. Children are confident to initiate conversation with their peers and adults. For example, children share events from home such as spending time at their friend's house. They are learning to understand that print has meaning and experimenting with new words such as 'investigate'. Children are forming letters. For example, one child wrote the letter 'm' and 's' with chalk outside. They enjoy looking at books and attentively listen to stories read by adults. Children are learning to use numbers in a variety of ways. They spend time counting up to 15 whilst clapping in rhythm. Children enjoy 'Number Jacks' pointing out and recognising numbers up to 10. However, there are less activities and daily tasks for children to engage in problem solving, mathematical thinking and calculation. Children are learning about shape, space and measure through planned activities such as box modelling. Children are developing a sense of time and place. For example, one child talked about how the tree in his garden at home has apples, he picks them off the tree and washes them and then eats them, he then invited the staff member to come to his house to eat his apples. They are learning about their local community through planned visits to the local reservoir and watching the building work around the setting. Children are learning about

differing cultures and religions through planned topic work such as food tasting and making masks for Chinese New Year. Children are developing good coordination skills and control of their muscles. They confidently manoeuvre trikes around their peers outside and run around without bumping into each other. Their fine motor control is developing well. They confidently use scissors, build with small lego and have good pencil control. They explore colour, texture, shape, and space in two and three dimensions such as box modelling and using shaving foam, paint and sand. Children enjoy singing and moving to music. They spend time jumping up and down and follow the next child's movement such as standing on one leg. They are familiar with regular songs used for preparing for lunch and join in whilst waiting for their turn to wash their hands. Children are developing their imaginative skills. They draw circles with chalk outside and ask an adult to jump in the hole. They spend time reading books and imagining they are tigers roaring as they crawl around the reading area. Overall, children make good progress in all areas of learning. This is recorded in photographs, children's work and written observations which link well to the stepping stones.

Helping children make a positive contribution

The provision is good.

Children are involved in what is going on around them and are gaining a good level of self-confidence. This is because staff provide a positive, sound environment where children have good opportunities to learn about the world and the people in it. For example, they acknowledge differing religious and cultural festivals such as Chinese New Year and Diwali, participate in topic work and have access to a good range of toys and resources. Children and babies are developing good self-esteem. Staff promote this further through positive interaction such as cuddling, smiling listening and talking to them. Babies' individual routines are adhered to and parents' wishes are respected. Older children are developing a good sense of belonging. For example, they are learning to take care of the toys by helping tidy up and put them away in their correct place. Children benefit from activities and resources that help them to develop an understanding of their local community. For example, they visit the local reservoir and supermarket.

There are good systems in place to support children and their families with learning difficulties and/or disabilities. Staff are proactive in identifying what the child needs and promote an inclusive environment for children. For example, they discuss issues with parents in a sensitive manner and record information relevant to supporting the child. Activities are adapted and provided to ensure the child is supported in reaching its best potential and links with agencies to provide further support for the child, parents and staff.

Children are making positive and appropriate relationships, and they behave well. Young children and babies are learning to understand what is expected of them whilst older children demonstrate a good understanding of the boundaries and expectations that the setting promotes. This is because the staff are positive in their attitude, and are consistently calm in the methods used to manage a range of children's behaviour. For example, all children are praised on their achievements at every possible occasion with words like 'well done', 'good girl' and 'you are clever'. This encourages children to feel secure and safe from consistent messages from the staff. Older children are polite and respectful to one another. For example, they say 'excuse me' and wait their turn in speaking and say 'please' and 'thank you'. Children's self-esteem and confidence is good. They are forming good relationships with their peers and enjoy the company of adults. Children's spiritual, moral, social and cultural development is fostered.

Parents and carers are warmly welcomed into the setting. A good selection of written and verbal communication for parents and carers benefits children in meeting their needs effectively. Staff work very well with parents and carers by keeping them up to date with their child's progress, learning and care. For example, daily diaries, assessment records and photographs are available for parents to view on a daily basis. Displays around the setting provide further information about the service that is offered which also includes other childcare issues.

The quality of the partnership with parents and carers of nursery education children is good. Children benefit from the positive partnership staff are developing with parents. For example, staff provide a good range of information which supports parents and carers in helping their children undertake activities at home which links in with the current topic. Records of children's achievements and information are attractively presented and shared with parents both in a formal and informal method. These are used to inform future planning and support children's learning at home.

Organisation

The organisation is good.

Children are protected because the recruitment and vetting procedures are robust and thorough. They ensure that all staff have been vetted and are safe and suitable to be in contact with children. For example, no staff are left alone with children who have not been vetted and further checks are taken out on new staff with existing suitability checks. Children benefit because all managers and staff have the appropriate qualifications, knowledge and experience to do their jobs which ensures that children's needs are met. For example, nearly all staff are Level 3 childcare qualified and there are good opportunities for staff to undertake training both internally and on external courses.

The well-being of all children is held in positive regard by the setting. For example, a good key worker system in place ensures children's individual needs are met and these are recorded and discussed with the parents and carers. Children benefit well from the generally good organisation of the setting. However, some aspects of the organisation of resources for the outdoor play area is less effective. Therefore, children and babies are sometimes provided with less opportunities to explore and try new and challenging activities and apparatus. Staff work extremely well as a team. They effectively deploy themselves, ensure ratios are maintained, and there are good systems in place for the covering of staff breaks and absences. The management team is pro-active in ensuring the practice of all staff contributes positively to children's good health, safety, enjoyment, achievement and ability whilst taking an active part in the setting.

All records, policies and procedures which are required for the safe and efficient management of the provision and to promote the welfare, care and learning of children are effective. These work in practice to promote children's safety, enjoyment, health, achievement and ability to make a positive contribution. Records are regularly reviewed and updated as and when required, very well organised, easily accessible and held securely. Good written information, notice boards, brochures, policy files and approachable staff and management keep parents very well informed, promoting and maintaining good, effective relationships. The environment and atmosphere is conducive to making parents and children feel welcome.

The quality of leadership and management is good. Children are given a high standard of learning opportunities. This is because the manager has a very good understanding of her roles and responsibilities. The staff team are effectively lead and offer the same standard of service.

The setting self-evaluates their strengths and weaknesses which supports staff development and helps to show staff where improvements need to be made. This ensures that children make good progress in all areas of their development because they are sufficiently challenged, engaged and stimulated within their play. Children benefit from being taught and cared for by staff who work well as a team, are supportive of one another, are motivated and interested in their job. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last Children Act inspection it was recommended that the setting improve the system for recording accidents. These are now thoroughly recorded including the time of the accident and shared with parents. Therefore, the welfare and care of children is met effectively. At the last Nursery Education inspection it was recommended that the setting continues to improve the assessments made on each child's individual learning. Good progress has been made. Thorough observations and assessments are undertaken which clearly identify each child's level of learning. Play is then planned to support the next steps of learning for each child. These are recorded and shared with parents. Therefore, children benefit through a wide range of activities and experiences both inside and outdoors which are purposefully planned to their individual learning needs.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- further organise the outdoor area resources enabling children to experience a range of activities to enhance their all round skills.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further organise resources to ensure children have access to more opportunities to play imaginatively and with information technology equipment
- increase opportunities for children to enhance their skills in problem solving, calculating and mathematical thinking through daily tasks and activities.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk