

# Milverton Nursery

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY346831
<b>Inspection date</b>	06 June 2007
<b>Inspector</b>	Tracey Marie Boland

<b>Setting Address</b>	Milverton School, 41-43 Lutterworth Road, NUNEATON, Warwickshire, CV11 4LE
<b>Telephone number</b>	02476387430
<b>E-mail</b>	
<b>Registered person</b>	Milverton School LTD
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Milverton Day Nursery opened in January 2007 and operates from a large converted house which is situated near to Nuneaton town centre in Warwickshire. The provision serves the local area and beyond. A maximum of 75 children may attend at any one time and attend for a variety of sessions. All children share access to a secure enclosed play area.

There are currently 95 children aged from six months to four years on roll. Of these, 30 receive funding for early education. The group supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The nursery opens five days a week all the year round. Sessions are from 07:30 hours until 17:30 hours.

Fifteen members of staff in total work with the children and all have an early years qualifications to NVQ Levels 2 or 3. The setting receives support from the Local Authority Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in a welcoming, bright, well-maintained environment. They are well protected in the event of an accident occurring as most staff hold valid first aid certificates and deal with minor accidents in a calm manner. Children's individual medical needs are discussed with parents and respected. A clear, concise written policy is shared with parents that informs them of illnesses that will mean their child should not attend and they will be contacted and may be expected to collect their child.

Good hygiene procedures are in place throughout the nursery and older more able children's independence skills are encouraged with regard to personal care. Children understand the need to wash their hands after using the bathroom, messy play and before meals. Nappy changing facilities are good and parents provide items such as nappies and wipes. Staff are fully aware of the needs of the children through the strong communication that takes place on an ongoing basis with parents.

Children enjoy a wide range of freshly prepared meals which are plentiful and take into consideration personal preferences and dietary requirements. Staff promote social skills and encourage good manners. Babies dietary requirements are discussed in detail and they benefit from individual attention from staff at mealtimes. Children access drinks throughout the session to avoid dehydration and fresh fruit is freely available also. Staff encourage children's understanding of being healthy through topics and discussion, focusing on the importance of good food and exercise on their bodies. Mealtimes are a social occasion enjoyed by all.

Children's physical well-being is promoted through a variety of activities provided during the day. They are able to develop their skills with balls and wheeled toys and equipment, stilts, hoops, circle games and climbing frames. They enjoy music and movement activities and are encouraged to use their imagination through role play. A sensory room decorated with lights and pictures of stars is accessed daily. Soft play resources are provided within it and children chat about personal experiences for example, one child explained that being in the room was like camping because you sit under the stars and watch them.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children enjoy playing with a good variety of well-maintained toys and equipment which are interesting, stimulating and fun. They learn to keep themselves safe throughout the day through the continual reinforcement of safety issues by staff. Daily assessments of the areas used by the children are made visually to ensure they are safe and suitable and children are cared for in an environment where most potential hazards have been identified and minimised. Written risk assessments are in place and reviewed for all areas of the provision however, they do not include the use of drawing pins or the opening of windows on the first floor which compromises children's safety.

Security has been addressed well within the setting. Parents and visitors can only gain access into the nursery via a member of staff and clear procedures are followed to ensure that children are not left unattended with un-vetted adults. Children are well protected in the event of a fire as safety procedures are in place and fire fighting equipment is checked annually. A clearly

written fire evacuation drill is displayed, known by staff and practised with the children. Detailed records are completed after each evacuation and evaluated to ensure the ongoing suitability of the procedure.

Children's welfare is effectively protected because staff have a good working knowledge and understanding of safeguarding children and understand their role and responsibility with regard to protecting children in their care. A clearly written policy is in place, known by staff and shared with parents. Local referral procedures and numbers are known and accessible.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy, settled and relaxed, and are involved in a wide variety of interesting, enjoyable activities suitable for their varying abilities and stages of development. They are fully aware of and involved in the daily routines which staff reinforce, compounding their feeling of security. Excellent relationships have been formed between the staff, children and their peers. Children are cared for as individuals and staff have a good understanding of their needs. They receive ongoing praise and encouragement and learn to share and take turns.

Babies and toddlers benefit from lots of individual care and attention from staff who have a good understanding of their individual needs and routines. Care is tailored to meet their needs and sleep routines and where appropriate feeding routines are incorporated into the day. Play is age appropriate, interesting and fun and babies and toddlers enjoy access to a variety of textures and mediums as staff allow them to explore their environment safely and experiment with the play provided for example when playing with the sand. Staff use observations, assessments and the 'Birth to three framework' framework to inform their planning. They are kind and caring thereby promoting children's feeling of belonging and security. Developmental records are maintained and shared with parents to promote consistency in care and to keep parents informed.

### **Nursery Education.**

The quality of teaching and learning is satisfactory. Although staff have some knowledge of the Foundation Stage it is limited which impacts on the challenges that are provided for the children. They plan an interesting curriculum that encourages children's progress towards the early learning outcomes and observations are completed frequently and transferred to the children's profiles to enable staff to monitor progress and identify areas of weakness. The information is carried forward into the planning however, as they do not have a sufficient understanding of the Foundation Stage it impacts on the challenges they provide.

Staff interact well with the children and encourage them to share experiences and develop their skills in all areas. Independence is encouraged in most of the everyday activities and routines, for example, when using the bathroom and when pouring themselves a drink during snack time however, this does not include their independence at mealtimes when staff serve foods directly to them. Children are kind to one another and the older children support and encourage the younger members of the group. They confidently answer their names at circle time and enjoy story time in groups and on a one-to-one basis. Children are learning early writing skills and are encouraged to try to form letters used in their names. More able children are able to write their names independently and recognise their names too.

Children learn to count in everyday activities and routines. Children are encouraged to count to 5 during individual and small group activities which does not challenge the more able children sufficiently. In a large group children count to 30 in rote. They understand basic addition and subtraction and this is reinforced at times during the day such as song time. They learn measuring and weights when cooking and growing plants and fruit and also through themes 'All about us' where they have measured their height.

Children have daily opportunities to access technology and a computer is available with a wide variety of games and programs to meet the differing levels of ability. More able children show good skills when using the mouse and can move in and out of programs with ease and older more able children support the younger group members. Children enjoy walks in the community to look at natural and living things and to visit local shops such as Post Office, pet shop and park. These topics are then continued in the nursery for example, double copies of photographs reflecting visits to the park are used to promote discussion, recall things they played and the friends they were with and encourage matching the photographs together.

Children have good opportunities to develop their physical skills on a daily basis. They use balls, hoops, balancing beams, stilts, climbing frames and a variety of tools for digging and raking the sand to develop fine motor skills. They take part in music and movement activities to encourage specific control, coordination and understanding of rhythm. Children are excited and eager to be involved and enjoy the interaction with staff. They learn to throw and kick with purpose, jump and balance with support where needed. Health and bodily awareness is discussed and their understanding encouraged through topics and themes for example, when looking at healthy eating, how they grow and talking about changes to their body after exercise. They identify that their heart beat changes becoming faster and they may need a drink as they have become hot.

Children have daily opportunities to be creative with a wide range of mediums through planned and spontaneous activities. They express themselves through a variety of role play accessories and equipment and enjoy singing. Resources and activities encourage children to develop their understanding of other similarities and differences and they are involved in a wide range of celebrations that encourage their understanding of cultures and beliefs. Children are well supported in trying out new activities as staff spend individual time with each child within the week.

### **Helping children make a positive contribution**

The provision is good.

Children enjoy celebrating a variety of cultural festivals throughout the year and access a good range of resources that reflect positive images of their community and the wider world. Children's spiritual, moral, social and cultural development is fostered. Children's individual needs are discussed with parents in detail ensuring that staff have a good understanding of the needs, preferences, likes and dislikes of the individual children who attend. Specific requirements or information are discussed, recorded and respected and parents are kept informed about their child through the consistent communication and information sharing that takes place. A comprehensive policy is in place regarding learning difficulties and or disabilities which details how the service will be provided to children. The very good levels of support ensure that all children are included and receive a great deal of individual attention so that their needs are effectively met.

Partnership with parents and carers is good. Effective communication with parents ensures staff are well-informed of home routines and therefore able to meet children's needs. Well-written policies are shared with parents informing them of the ethos of the care provided. Children benefit from a gradual settling in period, which enhances their feeling of security. Parents' opinions are sought and information is regularly received through newsletters, visual displays and daily diaries to keep them involved and informed of their child's progress. Very good feedback was received from parents attending the setting who feel happy and secure in the knowledge that their children are cared for by a team of caring and supportive staff and that they are involved and informed in the day to day care their child receives.

Behaviour within the setting is good. Children respond well to the consistent approach of the staff who take account of the differing levels of understanding of the children and promote themselves as good role models to the children. Positive strategies for dealing with behaviour are used and staff focus on positive behaviour rather than negative. Manners are encouraged and children learn to share and take turns. They receive ongoing praise and encouragement for their good behaviour.

### **Organisation**

The organisation is good.

Children are cared for in a welcoming, caring environment and parents and children are greeted by staff as they enter the nursery. Children's needs are met regardless of their ages and individual time and attention is given to all. Older children move confidently between the areas available to them and are relaxed and confident within the daily routines. Staff are deployed effectively and work well together to ensure the play experiences they provide meet the needs of the children.

Clear recruitment and selection procedures are in place and most staff hold an appropriate early years qualification. Training is seen as a valuable part of staff development and courses are accessed to enhance practice and skills. Children's welfare is maintained as clear procedures are in place to ensure children are not left unattended with un-vetted adults. Clear, comprehensive written policies and procedures are in place, shared with parents and implemented well by staff.

Overall the children's needs are met.

Leadership and management is satisfactory. Children's play and learning experiences encourages their progress towards the early learning goals and staff are enthusiastic and committed to enhancing their practice through training and development. Managers identify their own needs and keep up to date with current practices through literature, discussion with other professionals and training. Regular meetings take place and the staff are developing some generally effective teaching methods for funded children, however, children at times are not sufficiently challenged. Staff identify their own needs through regular supervision and appraisals and support and encourage each other in their daily work. A key worker system is in place providing consistency of care for both children and parents and compounds children's feeling of security.

### **Improvements since the last inspection**

Not applicable.

## Complaints since the last inspection

Since registration 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 satisfactory.

### 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):

- develop risk assessments to include all areas of the setting for example the use of drawing pins and the large opening windows on the first floor

#### 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):

- provide opportunities for children to develop independence
- adapt activities to ensure that more able children are sufficiently challenged.

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](http://www.ofsted.gov.uk)