

Milky Way Day Nursery

Inspection report for early years provision

Unique Reference Number	EY290558
Inspection date	12 December 2007
Inspector	Kate Bryan
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Registered person	Milky Way Day Nursery Limited
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?

The Milky Way Day Nursery opened in August 2004. It operates from a converted house off Abbey Lane in the city of Leicester. The children's accommodation is within three group rooms and the facilities also include an enclosed outdoor play area.

The nursery is open from 07:45 to 17:45 each weekday for 52 weeks of the year and children may attend on a full-time or sessional basis. There are 54 children on roll of which 10 are in receipt of funding for nursery education. The nursery supports children with learning difficulties and/or disabilities and children for whom English is an additional language.

There are 10 staff who work with the children, seven are qualified and three are undertaking training. The nursery receives support from the local education authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in an environment where staff's high standards of cleanliness helps to promote their good health. For example, they wear disposable gloves and aprons when changing children's nappies. Children are also protected from the risk of cross-infection as they use liquid soap and paper towels in the toilets. Children gain a good understanding of personal hygiene through effective adult support as they are reminded to wash their hands after using the toilet. They also clean their teeth after meals so they learn about a range of healthy practices. Most relevant details and policies are in place to ensure all children's health is well promoted. However, parents do not sign to acknowledge medication given to children which means their safety may be compromised.

Younger children have ample space indoors to move around and crawl which promotes their physical development well. They use the outdoor area daily and develop their physical skills as they use resources which include bikes, ride on toys and stepping stones. Children benefit from having an enclosed outdoor area which enables them to develop their whole body movements whilst at the same time ensuring their safety. Children practise their small hand skills through activities such as painting, using construction blocks, a computer mouse and feeding themselves.

The setting actively promotes healthy eating and food is cooked on-site and includes snacks such as apples and bananas. Children enjoy appetising meals with vegetarian options such as Shepherd's Pie with quorn. Drinks are available all day and consist of low sugar juices and water. Meal times are well organised and staff use this time to sit with the children and discuss healthy eating with them. All relevant details are taken about children's dietary requirements so their health is well promoted.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in rooms according to their age so they have relevant resources for their use. For example, babies eat in high chairs and have their own bedding. All rooms are bright and well maintained with lots of children's work displayed so they feel valued. Children easily access good quality equipment and play materials and these are checked daily to ensure they are safe for use.

Children's safety is well promoted and they are protected from the risk of accidental injury because staff are vigilant about their well-being. A comprehensive risk assessment is in place and children understand about their own safety, for example not to stack objects in case they fall. Children have also taken part in fire drills so they know how to keep themselves safe in an emergency. Access to the nursery is managed via an intercom system that allows staff to open the door to visitors. However, this is not always monitored effectively which means the door is sometimes left open after parents have entered. This compromises children's safety. A clear policy is in place to ensure that children are protected whilst on outings and they learn to keep themselves safe through discussion about road safety when they are out.

Children's welfare is effectively promoted because staff have a clear understanding of their responsibilities regarding child protection and many have attended training in this area. They

are fully familiar with the setting's policies and procedures and these are shared with parents at admission so they know how their child will be protected.

Helping children achieve well and enjoy what they do

The provision is good.

Staff use the 'Birth to three matters' framework well to plan a good range of activities for younger children. All developmental areas are covered and observations and assessments show the progress that children are making. The organisation of the baby room and resources provides good opportunities for children to access a range of toys such as books, noisy toys and soft toys. The toddler room provides opportunities for children to access a book area, a writing area and a home corner.

Children have good relationships with staff who clearly know them as individuals and respond to their routine needs for sleep and rest. They confidently explore their environment and thoroughly enjoy singing songs and pretending to make drinks for staff. Children also enjoy activities such as making Christmas cards, trees and snowmen. Children benefit from the good levels of support provided by staff who enthusiastically join in children's play and learning, for example by asking children to choose their favourite songs. Children are confident communicators and make their needs known by speech, sound or gestures. Staff respond to these appropriately and continually talk to children so they understand how words and sounds link. Children are confident and happy at the nursery and enjoy being with their friends as they participate in activities such as burying animals in the sand.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals in all areas of the curriculum. Clear planning for the Foundation Stage is in place with differentiation to ensure the needs of all children are met. Observations are made on focused activities weekly, as well as holistic observations on children's personal skills, and these are transferred to assessments which clearly show what children have learnt and need to learn next. Staff have a good understanding of the Foundation Stage and support children well by using effective questioning. For example, in the play post office they ask children how much objects cost and what change they will receive so mathematical concepts are built into play. Staff provide a stimulating and well organised environment in which children have a good balance of adult-led and free choice activities. For example, children can work with staff to make a figure for the Christmas display or use construction blocks on their own.

Children show a strong sense of belonging as they warmly greet each other, staff and visitors to the group. They work well together and are developing their awareness of the need to take turns and share toys. For example, as they make a list of which children can play on the computer. Children persevere in activities such as balancing on a stepping stone which shows they are engaged and interested in what is provided for them. Children are learning to be independent as they put their coats on to go outside. However, they do not pour their own drinks at snack time which means opportunities to promote this are lost. They confidently talk about things that interest them in circle time and sing songs before the whole group. Children have good access to books and enjoy looking at these for pleasure, they also sit together and read stories to each other using the pictures in the books. They also recognise their own names and the names of other children. Children are skilled at sounding out the letters that words begin with and enjoy asking each other to guess what their favourite fruits are by sounding out the first letter. Children use a wide range of materials to make marks and enjoy practising their writing

skills, for example as they draw in the sand or write Christmas cards and most can write their names independently. Children confidently use numbers during practical activities and have an awareness of weights as they begin to operate scales and make these balance. They have learnt a variety of number rhymes to introduce them to the concepts of addition and subtraction and confidently add and subtract using objects. They can also identify a good range of shapes which include diamonds, cubes and ovals. Children have good opportunities to find out about the natural world and enjoy exploring their environment as they go on bug hunts. They are developing a good awareness of the uses of information technology in everyday life as they operate the computer and choose their favourite programs. Children talk with interest about their own lives and those of people they know and have good opportunities to develop their awareness of the local community as they enjoy trips to the Space Centre, Pumping Station and Post Office. Children are developing a good awareness of space and movement through regular use of the outdoor area. Their whole body movements are promoted through activities such as using ride on toys and scooters and they develop good skills as they practise stopping and starting at the traffic lights. Children's imaginations and creative skills are developed through a wide variety of activities such as role play, painting, music and craft activities. They have also made their own musical instruments as they learn about music from around the world.

Helping children make a positive contribution

The provision is good.

Children behave very well and know the simple rules that help them manage their own behaviour. For example, 'we take turns and say please and thank you'. Staff give children lots of praise and they also receive stars and a certificate for good behaviour so they feel acknowledged. Children help to tidy away so they feel they have made a contribution to the group, happily volunteering to be 'super-duper helpers'. A behaviour management policy is in place but this does not contain a statement about bullying which means children's safety is not promoted as effectively as possible.

All children are valued at the nursery and an effective equal opportunities policy promotes an environment in which they recognise and accept similarities and differences. They access a range of play resources that reflect positive images of the wider world and they also acknowledge a good range of festivals as they begin to understand about the beliefs and cultures of other people. There are clear systems in place to support children with learning difficulties and/or disabilities. Staff use signing where this is appropriate and work closely with parents and other professionals to meet the needs of all children. Inclusion is well promoted as staff ensure children can join in with all activities.

Younger children settle well and parents are well informed about this because staff complete a daily sheet to re-assure them. Daily diaries are also completed for all children so parents know how their day has been. Parents receive a good range of information about the setting which includes a welcome pack, monthly newsletters and a yearly open day. Staff have good relationships with parents and are available for discussion daily. A parents group is also in operation which allows them to make suggestions about how the nursery is run. For example, parents wanted more information on behaviour management and the nursery arranged a training day for this.

The quality of the partnership with parents and carers is good. Parents receive progress reports on their child every three months and have the opportunity to attend parents evenings twice a year. Targets set by staff are discussed at these meetings and from this parents receive suggestions about how to carry on their child's learning at home. For example, by using the

activity of shopping to help them count. Information is taken about individual children but parents do not contribute to a baseline assessment of their child so staff cannot build upon their existing knowledge and interests. Children's social, moral, spiritual and cultural development is fostered. Staff introduce children to their own and other cultures appropriately, they support children in behaving well and promote children's personal, social and emotional skills effectively.

Organisation

The organisation is good.

The effective organisation of the setting allows children to make the best use of the rooms in safety. Frequent use of the outdoor area also ensures children's physical development is well promoted. Most legally required documentation which contributes to children's health, safety and well-being is in place and contains a good level of detail.

Robust recruitment procedures ensure that staff working with children are suitably vetted and qualified and children are never left with anyone who has not been cleared. Interview procedures include applicants spending time with children so the proprietor can see how effective their interaction is. An induction procedure is carried out with staff so they have a clear understanding of their roles and responsibilities. Regular staff meetings also ensure children receive a consistent service. Training is well supported at the nursery and has included behaviour management and health and hygiene, all staff also have a first aid qualification. The proprietor and another staff member are also undertaking Level 4 training as the proprietor has a commitment to providing a quality service to children.

Leadership and management of the nursery education are good. The proprietor is an effective leader at the setting and has systems in place to monitor and evaluate the nursery education, this ensures all children are challenged in their learning. Staff receive regular feedback about their practice as the proprietor assesses their practical skills as they work with the children. Annual appraisals are completed for staff which include a self-assessment element, this encourages staff to reflect upon their practice and to identify their own training needs. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider agreed to ensure that all written records of medicines given to children are signed by the parent, and make sure that premises are secure with regard to main entrance area so that children are unable to leave them unsupervised. The lock to the main entrance has been placed higher on the door and parents now sign to give permission for staff to give medication to children. Both measures have enhanced children's safety.

This is the first inspection of nursery education.

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.

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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):

- make sure that there is an effective system to manage access to the premises
- make sure that the behaviour policy includes a statement regarding bullying
- make sure that parents sign to acknowledge medication given to children.

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):

- ensure that children have a range of opportunities to practise their independence skills
- make sure that parents can contribute to a baseline assessment of children so that staff can build on their strengths and interests.

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