

Millswood Nursery School

Inspection report for early years provision

Unique reference number	EY380701
Inspection date	17/11/2008
Inspector	Janet Butlin
Setting address	ST Austins Priory, Cadleigh, Nr Ivybridge, Devon, PL21 9HW
Telephone number	01752 894 737
Email	rachelnicholls@fsmail.net
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Millswood Nursery School was registered under the current ownership in 2008 and is privately owned and managed. It is situated in private woodland just outside Ivybridge in Devon. It is registered on the Early Years register to care for up to 26 children in the early years age range. The setting supports children who have learning difficulties and/or disabilities and those who have English as an additional language. There are currently 54 children enrolled. The setting operates from a self contained building and has private, enclosed, outdoor play space with level access. Including the proprietor, a staff of seven support the provision. Of these, two are qualified teachers and all hold, or are working towards, appropriate childcare qualifications. The setting receives the support of the local authority.

Overall effectiveness of the early years provision

The setting is highly effective in ensuring that children are happy, well settled, make excellent progress and their needs are fully met. Children who have English as an additional language and those with specific needs are embraced and valued and their parents involved as close partners in their children's learning. Developing partnership working is one of the targets on the setting's development plan. All staff, and parents, are included in identifying areas for improvement and the setting have created clear, time bound plans which show high aspirations for quality. Although only open a short time, the setting's capacity to maintain continuous improvement is extremely good.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop systems of self evaluation and implementing plans for the future, with particular regard to working with other providers as partners in planning for children's learning

The leadership and management of the early years provision

The setting have begun to implement a system of self evaluation and regularly review and evaluate their practice. This has helped them to identify areas they intend to develop and improve. Their high aspirations for quality include establishing the nursery as an accredited speech and language setting. They are extremely proactive in accessing training and supporting staff's professional development and this has a very positive impact on children's learning and care. Other areas for improvement include further developing and improving the already lovely garden to reflect and support children's interests and learning.

The setting involves parents and welcomes their thoughts and suggestions. They

have recently acted upon suggestions, for example altering the organisation of whole group time, and this has had a very positive impact on the provision for children and their ability to concentrate at their activities. Close cooperative working already takes place between parents and other settings attended by, or about to be attended by, the children in the nursery. Also, visits from local supporting agencies and professionals enable the setting to plan effectively to meet children's needs. Staff meet with other providers at local cluster groups and look forward to developing additional ways of working together when children attend more than one provider.

Children are kept very safe in the setting and learn how to keep themselves safe, for example by protecting themselves from germs. They move carefully and cautiously when outside and learn how to enjoy the environment and be adventurous, whilst still protecting themselves from accidents. Children's safety is further supported by staff's secure understanding of the child protection procedure.

The quality and standards of the early years provision

Children have eager, enthusiastic dispositions to learning in this delightful, rich and enabling environment. Observations and assessments are used very effectively to create individual, helpful plans to help staff focus on children's interests and enable them to progress. Children are moving forward extremely well towards the early learning goals based on their individual starting points. These clear plans focus strongly on process rather than product and all areas of learning are naturally, but thoroughly taught, based on children's individual interests. This means they are fully engaged and understand and enjoy their learning. Children show extremely high levels of concentration as they, for example, match shapes and assemble puzzles. They also cooperate remarkably well as they assemble train tracks and take turns in domino games. They spend a substantial amount of time out of doors, observing seasonal change and natural objects and staff take every opportunity to help the children learn from the environment by, for example, comparing and counting leaves and observing textures in their bark rubbings. They count, order and sort a range of items in their free play. Children listen enthralled to whole group story times and eagerly volunteer the rhyming lines that come next in a familiar story. They are lively conversationalists and share their news and describe their activities confidently. Staff use effective strategies, for example, suggesting children make 'crocodile fingers' to help them master the use of crayons by grasping them adeptly. Children make marks in a variety of ways, for example in foam, and become absorbed in applying paint. They develop imaginative role-play and are tuneful singers and musicians. Staff are extremely effectively deployed and ensure that the session moves along at a satisfying pace to meet the unique rhythms of each child.

Children enjoy very healthy snacks and have benefited from a recent innovative and imaginative project focussing on healthy eating. As a result they now have an improved understanding of the importance of healthy eating. They are kept very well hydrated as they help themselves to a drink of water whenever they want one. They enjoy healthy fresh air every day as they play in the nursery's extensive woodland garden. They wash their hands conscientiously before they eat and use

paper towels which effectively protects them from the risk of cross infection. They are kept very safe in the setting as the premises are secure and enclosed. A thorough system of risk assessing ensures that all hazards have been identified and addressed. Children are also confident in the procedure to be followed in the event of having to evacuate the premises in an emergency and this further supports their safety. Children's home languages are respected and promoted and parents are encouraged to share aspects of their culture to enrich the experiences of all children.

Children's behaviour is exemplary and they are unfailingly polite and courteous. They respond to the calm and respectful manner of staff by being equally respectful if, for example, they need extra space to pass by in their play. They develop skills for the future as the setting helps them to think carefully and create rules and codes to ensure harmony within the nursery community.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

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.