

Millington Road Nursery School

Inspection report for early years provision

Unique reference number

EY385967

Inspection date

04/06/2009

Inspector

Emma Bright

Setting address

Millington Road Nursery School, 4a Millington Road,
CAMBRIDGE, CB3 9HP

Telephone number

01223 356565

Email

mary@millingtonroadnursery.co.uk

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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Millington Road Nursery School first opened in 1963 and re-registered in 2008 when the board of trustees formed a limited company which manages the setting. It operates from purpose-built single storey premises located on a private road in Newnham on the outskirts of Cambridge, Cambridgeshire. The setting is located down a long gravel driveway with limited vehicle access. There are several steps to the entrance. A maximum of 45 children may attend the setting at any one time. The setting is open five days a week from 08:15 to 16:30 during school term times. All children have access to an enclosed outdoor play area.

There are currently 60 children on roll who are within the Early Years Foundation Stage (EYFS). Of these, 48 children receive funding for early education. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. The setting currently supports a number of children with learning difficulties and/or disabilities and also supports children who have English as an additional language.

The setting employs nine staff, all of whom hold appropriate early years qualifications. The setting has achieved the Silver Award from the Eco School.

Overall effectiveness of the early years provision

The overall quality of the provision is good. Effective systems for monitoring and evaluating the provision enable practitioners to identify areas for continuous improvement. Practitioners recognise and value the uniqueness of each child and they work closely with parents and other agencies to ensure that all children achieve well in their learning and development. Children enjoy a varied range of activities and challenging experiences which effectively meets their needs and helps them to make good progress. Good arrangements exist to ensure children's safety and health, and encourage their involvement in the community.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review the educational programme regarding the organisation of large group sessions so that children may have further opportunities and time to pursue their learning without interruption
- provide further opportunities for children to use their home language in their play and learning and make further use of resources to reflect the diversity of the children attending the setting.

The leadership and management of the early years provision

Robust recruitment and induction procedures and a clear commitment to ongoing training ensure that children are well cared for by caring and experienced practitioners. The Principal provides strong leadership and is well supported by the Board of Trustees; this enables practitioners to work well together with a common sense of purpose to promote good quality care and education for all children. Regular meetings enable practitioners to reflect on and evaluate the provision and this has a positive effect on the setting as a whole. Practitioners have a positive attitude to liaising with other providers delivering the EYFS and they have begun to make these links in order to further support children's learning.

The setting works very well in partnership with parents and carers to ensure children's individual needs are fully met. There is a good two-way flow of information so that practitioners know children's individual interests and needs, and this promotes their welfare, learning and development. Parents are encouraged to share what they know about their child and to be involved in their child's learning. For example, they receive information about activities they can do at home with their child and they are invited to share their cultural traditions in the setting. Parents speak highly of the setting, and the practitioners who ensure their child receives a good quality early years experience.

Secure systems are in place to monitor and evaluate the provision to identify priorities for improvement and this has had a positive impact on the overall quality of the provision. Clear and detailed policies and procedures underpin the good practice at the setting and these are implemented effectively by all practitioners and shared with parents. Practitioners demonstrate a good knowledge and understanding of Safeguarding Children and are pro-active in helping children to understand how to keep themselves safe. The environment is safe and supportive where children learn to be safety conscious without being fearful.

The quality and standards of the early years provision

The key person system works very well in practise; a genuine bond is formed so children benefit from a close and settled relationship. Children are relaxed and confident in the nurturing care of practitioners; they are developing good self-esteem because practitioners are attentive and value their contributions. Children with learning difficulties and/or disabilities benefit from the practitioner's experience and caring support, which enables them to participate and succeed in the activities on offer. Practitioners actively work with parents, carers and other agencies to support the children's needs and this ensures that they are fully included in the life of the setting. Children begin to know about their own cultures and those of others. Although practitioners value and promote diversity, children learning English as an additional language have fewer opportunities to use their home language in the setting and resources are not always used to full effect to further support children's understanding about the society they live in.

Children learn about caring for living things as they feed the birds and wildlife in

the garden; they learn how recycling helps the environment and put food waste in the green bin 'to make compost'. Children explore their creativity in a range of art and craft activities that stimulate their imagination; they become absorbed in painting and are excited to discover that when they mix red and blue together 'it makes purple'. They freely produce drawings and pictures to represent their ideas and these are displayed for others to admire and enjoy. Practitioners draw children's attention to letters, sounds and words; children make marks or write their names on their work and they know what letter their name begins with. Children enjoy listening to stories and confidently join in with the narrative, predicting what might happen next; they independently select books and sit in the willow den outdoors looking at books together. Children use mathematical language in everyday conversations and in their play as they talk about size and shape and point out the difference between colours explaining 'this is dark green and this is light green'. They know that 'after seven it's eight' and sell ice-cream for '5p'. These simple activities lay the foundations to support the children's future economic well-being.

Practitioners have a good knowledge and understanding of how children learn from first-hand experiences and they use questioning effectively to support and extend children's learning. Planning is based on children's interests and abilities, which ensures that every child is challenged and enjoys taking part. Practitioners record each child's achievements through a balance of photographs, examples of work and observations. This effective system of record keeping demonstrates that children are making good progress in their learning and development. However, large group sessions do not always meet the needs of every child as they have fewer opportunities to pursue their learning independently.

Practitioners provide lots of opportunities for children to enjoy energetic play in the attractive and well-resourced outdoor area. Children confidently practice a range of movements, such as crawling through tunnels, climbing large apparatus and sliding down a pole. This helps them to develop their physical skills, feel relaxed and develop a sense of overall well-being. Children's behaviour is good because practitioners set clear boundaries and have high expectations for all children in the setting. Practitioners use positive language to reinforce the rules and as a result, children work harmoniously together. Children enjoy healthy snacks and packed lunches; clear information is gathered about children's dietary requirements and this ensures they can eat safely. All staff hold current first aid certificates, which mean that they can respond appropriately if children have an accident whilst in their care. Comprehensive risk assessments are carried out on a regular basis to ensure children's safety.

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?	2
How well does the provision promote inclusive practice?	2
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?	2
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?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met