

Miles House Day Nursery

Inspection report for early years provision

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Inspector

Sue Vernon

Setting address

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Type of setting

Childcare on non-domestic premises

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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.

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Description of the setting

Miles House Day Nursery opened in 2009 and is part of the Child Base company which owns a number of settings in different areas of the country. It operates from a converted Georgian house in the centre of Bath. The nursery is open from 8am to 6pm 52 weeks of the year. Children are cared for on all four floors of the building and are grouped according to age. They also have use of a large enclosed rear garden. There is no lift on the premises which may restrict access for those with reduced mobility. Meals are provided daily from the on-site kitchen. The nursery is registered to care for up to 94 children under eight years and takes nursery funded places. It is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 21 children in the early years age range on roll. The nursery employs six staff at present. The manager holds a level 4 in Early Years and is completing her Early Years Professional Status. Of the other staff, four hold at least level 3 qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery has established highly effective systems that provide very good support for children and their parents. A particular strength of the nursery is their excellent relationships with parents which ensure that the unique needs of each child are very well known and supported. Skilled leadership and management ensure that all the staff team support children in making very good progress in their learning in an attractive and very well equipped environment that promotes their safety. The manager and staff team work extremely well together in order to evaluate practice and promote continuous improvement and they are establishing good systems for self- evaluation. The nursery ethos is to strive towards providing the best quality care for all children.

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 for self-evaluation

The effectiveness of leadership and management of the early years provision

There is a thorough and comprehensive awareness of safeguarding issues amongst the management and staff team. All staff receive mandatory training on safeguarding which is evaluated continuously by the manager. This ensures that staff are fully aware of all aspects of keeping children safe. The company applies secure and effective employment procedures to ensure that all staff are safe and suitable to work with children. Extensive risk assessments ensure all possible

hazards have been addressed and reviews have included responding to parents' comments which supports a very safe environment. The excellent range of attractive and age-appropriate play resources are well set out in play rooms that effectively support all areas of learning and ensure children can confidently explore and make independent choices. A full range of very clear policies and procedures that support children's health and welfare are in place and shared with parents in a variety of ways including brochures, displays and individualised discussions.

The staff team build excellent relationships with parents by being responsive to their individual requirements. Settling-in visits are tailored to fit each child and parents' needs and sensitive support and feedback is offered to ensure children and their parents feel secure. Family breakfasts encourage different parents to meet and make contact. Parents' views on their child's experience are sought and evaluated in order to improve practice and a parents' group is being encouraged. Parents are welcomed to share their skills and knowledge such as reading stories to children in different languages. Staff work closely with both children and parents to support and value a second language such as learning animal names to encourage imaginative small world play. Any special requirements such as special diets are discussed and supported very carefully which helps parents feel secure. Food preferences are recorded on 'preference plates' with written comments and different coloured plates are used for food allergies. Information on care routines such as babies' sleep and feeding patterns are thoroughly discussed with key workers who give excellent feedback particularly during a new child's first days. This includes emails of photographs and comments as well as telephone calls and written diaries. The nursery works very well with both other professional agencies and other providers to build consistency for children.

The enthusiastic manager and her team are supported by the nursery organisation in assessing and developing both practice and procedures. They routinely reflect on all that they do. Continuous improvement in outcomes for children is supported by regular discussions in order to share learning following both mandatory and additional training, personal inductions and appraisals for all staff. The manager and her team contribute to evaluating their practice and are confident to adjust systems such as re-designing planning formats if they feel it will improve the quality of what they do. Formal self-evaluation systems to identify further areas for improvement are still evolving.

The quality and standards of the early years provision and outcomes for children

The staff team create a very welcoming environment where every child and their family is made to feel valued. Children happily attend and confidently settle to play in attractive and well set out rooms. Key workers know their children extremely well and all children receive close attention which gives them the confidence to explore and try new learning experiences such as mixing and spreading different paint colours with their hands as they make patterns using different tools. Children behave well and gain in confidence as they learn routines and select their own resources or wash their hands independently after messy play. Staff are warm, responsive and consistent in offering praise which encourages both children's

attempts and their achievements. Children feel safe to share their thoughts and feelings as they enjoy stories and imaginative dressing up play. They learn how to move around the building safely as they discuss the fire safety routine or hold the stair rail as they wait to use the garden.

The staff in all age rooms have a very good understanding of how children learn and develop. They extend children's interest in play as they consistently ask open questions that prompt children's thinking. Children's language and communication skills are very well supported. Staff in the baby room develop young children's language effectively as they repeat sounds and offer new words as they share texture books or explore the sand play together. Older children are encouraged to enjoy trying new vocabulary as they describe their model making using glittery play dough or create paintings. All children learn to value books and relish the story library where they choose for themselves a book to share at home. Writing and mark making is encouraged within all activities as children make letter shapes in foam or paint and recognise their name cards. Children develop an understanding of number within daily activities as they count the number of plates they have and work out how many more cups they will need at snack time.

Staff make sensitive observations on children's learning across the six areas and use these effectively to identify the next stage of development for each child. These are reviewed and used carefully in order to link into short-term planning. This ensures that each child's learning progress is reviewed, monitored and supported very well. Staff respond quickly to children's interests and link these well as they extend play activities to capture children's enthusiasms. For example, finding books and ballet music to support a child's interest in the Nutcracker story. Children learn the value of differences as they enjoy celebrating different festivals such as Chinese New Year where they try using chopsticks to eat noodles and enjoy dragon models and stories. They confidently learn about technology as they use a lap top computer or radio controlled toys. Extensive opportunities are offered that develop physical skills and help children co-ordinate both small and large muscle skills. They use garden tools with supervision as they help to cut back and prepare an area for vegetable and flower growing and try different tools as they explore a range of textures such as dry and soft pasta, compost or water play. Babies and toddlers enjoy using small watering cans as they add water to their dry sand tray. The outdoor environment offers a very good range of equipment for games and play.

Children are encouraged to learn about healthy lifestyles. They enjoy daily outdoor play in the extensive and well resourced garden as well as dancing to different styles of music indoors. Discussions about healthy food support their enjoyment as they taste a wide variety of fruits at snack times. Staff are encouraging their interest in growing their own produce as they learn about what vegetables they may be able to grow. Children learn about good hygiene routines as they use tissues, cover their mouths when coughing and know why they wash hands before eating. Staff follow very good hygiene procedures as they wash down all areas between activities and wash their own hands or use suitable anti-bacterial gel. Baby room staff ensure each child has their own bedding and they use different coloured plastic aprons as they both prepare baby bottles and feed babies in order to support good hygiene procedures. All procedures for dealing with medication

issues and accidents are in place and staff are suitably first aid trained. Children relish their time in the warm and supportive atmosphere that the excellent manager and her staff team create.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

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

Met