

Milestones Day Nursery

Inspection report for early years provision

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Inspector

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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

Milestones Day Nursery opened in 1993 and had a change of ownership in 2003. It operates from three rooms in a single-storey building, situated on the outskirts of Leeds. All children have access to enclosed outdoor play areas. The nursery is open each weekday from 8am to 6pm all year, except for one week between Christmas and New Year and on bank holidays.

A maximum of 56 children may attend the nursery at any one time and there are currently 94 children aged from birth to five years on roll, all of whom are within the Early Years Foundation Stage. Children attend from surrounding areas. The nursery supports children with special educational needs and/or disabilities and those with English as a second language.

The nursery employs 22 members of staff. The majority of staff including the managers hold appropriate early years qualifications and three staff members are working towards further childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and confident in the setting, as staff develop warm and caring relationships with the children. Generally effective arrangements exist to ensure children's safety, health and well-being within the provision. Overall, children have easy access to well-arranged playrooms. The managers of the setting work to improve the provision through further training, which enhances the staffs' childcare practice and aids to promote outcomes for children. Overall, most of the children's profiles are completed and they identify the areas of learning in some age groups. Effective systems are in place to work in partnership with parents, carers and connected professionals.

What steps need to be taken to improve provision further?

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

- continue to record systems to observe and assess children's achievements, interests and learning styles in their profiles on a regular basis
- ensure hygiene procedures are followed throughout the nursery to ensure all children are cared for in a healthy, hygienic environment
- provide further opportunities to develop children's independence during adult-led activities.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as staff undertake child protection training and are fully conversant with their duty to protect children. They all read the safeguarding policy as part of their induction training and again when this is updated. Effective recruitment procedures ensure that staff are appropriately qualified and vetted and are suitable to work with children. Detailed risk assessments have been undertaken and appropriate safety measures are in place to keep children safe and prevent unauthorised access to the nursery. A thorough appraisal process and regular opportunities for team meetings and training ensure that staff keep up-to-date with current procedures and translate these effectively into practice. All required policies and procedures necessary for the safe and efficient running of the nursery are in place and are regularly updated and reviewed. The management team regularly reflect on the service they provide and also use feedback from staff, parents and children to evaluate the quality of the nursery.

Parents receive a good amount of information about the setting and the progress their children are making. Regular developmental meetings between staff and parents ensure there is a two-way flow of information about the progress the children are making. Parents receive regular newsletters to inform them of what is happening within the setting and what the children are learning. Parents have access to their own children's profiles and along with the children can comment in them. There are close links with the community and children take part in visits to the local library and also go to local schools and teachers also visit the nursery.

All children regardless of gender play an equal part in a varied and enjoyable curriculum. There are effective procedures in place to ensure the needs of all children are met and they have access to a good range of resources to promote diversity and an awareness of the world around them.

The key person system in place strengthens links with families and support for children's well-being. Staff warmly interact with children during play and respond to their individual needs. The management team are employing a 'whole setting' approach to their self-evaluation, involving staff and parents in the process and this contributes to the continuous improvement of the provision.

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

Children of all ages are engaged in play situations, enjoying the support of adults who interact to enhance their play and promote learning. However, in some areas, children's development of their independence is sometimes inhibited. Babies and young children are actively curious and use their senses to discover colours, textures and sounds as they investigate a good range of resources set out in treasure baskets and also as toddlers paint pictures and recognise colours. Toddlers are keen to ask adults to draw around the lion and tiger and then they draw the animal's eyes and enthusiastically draw the tiger some stripes. Children of all ages listen intently to stories about 'The tiger who came to tea' and retell the

story to staff. Older children play well on the computer; they have good mouse control and with the help from staff, play the games, ensuring that they take turns with the other children who wait patiently. Younger children and babies have access to mechanical toys where they press buttons, whilst watching the different coloured balls come round the spiral. All staff give lots of praise and encouragement to children of all ages when they successfully sing action songs and carry out the correct actions to 'Wind the bobbin' and 'Head, shoulders, knees and toes'. All children enjoy building with a good selection of construction bricks and count how tall the towers are and recognise which colours make up the towers. Children benefit from regular outings to shops, the library and parks to learn about the world around them and develop a sense of belonging within the community. There are photographs of children playing outside and visiting farms. The children's profiles also contain photographs of activities that they have participated in and all areas of learning are covered, along with children's starting points and next steps of learning clearly identified. However, observations are not regularly recorded to ensure staff are aware of children's learning priorities and achievements.

Overall a healthy lifestyle is promoted in most areas of the setting and good hygiene practices are promoted and incorporated into the daily routines to encourage children to care for themselves. However, the hygiene procedures are not followed throughout the nursery to ensure all children are in a healthy and hygienic environment. Meals and snacks consist of well-balanced, nutritious options that are cooked from fresh ingredients on the premises. Independence skills are promoted as more able children help themselves to a drink of water and older children remind their friends that the dinner is 'hot' and 'to be careful'. Children of all ages are reminded not to run around and staff explain why it is dangerous to run as they might fall. Children also practise fire drills and have visits from the emergency services to ensure a safe environment.

Staff present themselves as positive role models for the children's behaviour. The children's behaviour is good. From an early age, they learn to take turns and share equipment. They are encouraged to help tidy away equipment and help with tasks, such as more able children serve the lunch to their friends. Children know what is expected through familiar routines and explanations and receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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

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

Met