

# Milestones Childcare

Inspection report for early years provision

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<b>Inspection date</b>	20/04/2010
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<b>Type of setting</b>	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 Nursery was registered in 2009. The nursery operates from a converted building in a suburb of Sheffield and serves the local and wider community. A maximum of 60 children, in the early years age range, may attend the nursery at any one time. The nursery is open each weekday, from 8am to 6pm for 50 weeks of the year. All children share access to a secure enclosed outdoor play area. The areas used are, one large room subdivided into individual areas for children, plus a baby room and associated facilities. The setting receives educational funding for all the children aged two to under five years.

The nursery employs 13 members of staff who work with the children plus four administrative staff, including the buildings manager and housekeeper. All staff, including the manager hold appropriate early years qualifications, with some working towards a higher qualification.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provider demonstrates a very clear understanding of their strengths and areas for development, which effectively contributes to the ongoing improvement of the service. The children's individual needs are continually met through, shared information, regular assessment and observation and discussions with parents and the children. All children are welcome, included and valued, they access a wide range of toys, equipment and activities. The staff value and respect the families that attend the setting. The children have free access to all activities. However, the children's next steps in their development are not clearly focused and there is an issue regarding the storage of packed lunches.

## What steps need to be taken to improve provision further?

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

- ensure children's assessment records clearly define and focus on the next steps of their development, rather than the activity
- review the systems for the storage of children's packed lunches to ensure they are kept at the recommended temperature at all times.

## The effectiveness of leadership and management of the early years provision

The setting positively promotes the well-being and safety of children. All staff have completed relevant training for safeguarding, and have a good understanding of

the policy and procedures to follow. There is a robust system for recording any concerns and the named, child protection officer is responsible for this documentation. The system for risk assessment ensures areas accessed by the children are checked prior to their arrival each day. A weekly overall check is done and any hazards are recorded and the action taken. Fire evacuation is regularly addressed, and recorded, with all children taking part in these practises. All required fire fighting equipment is in place and annually serviced. The manager and deputy continually evaluate the setting through, effective staff meetings, management meetings, support from the local authority, and by carrying out regular surveys with parents and children. Documentation is exceptionally well written and thoroughly organised and presented by the manager. She ensures all staff and parents are fully informed of any changes and records of the children and staff are regularly updated. The provider embeds ambition by; striving to be able to provide quality childcare for all families within the local area, and to ensure the setting is well established and has a good reputation within the community. The abundance of good quality resources are effectively used, stimulating, rotated regularly and are very well presented to the children. The premises are a converted one storey building, with parking facilities and a secure and fully enclosed outdoor play area. There are electronically operated shutters on windows and doors, a CCTV system, and coded locks on all doors.

The effectiveness with which the setting promotes diversity is very good. Staff ensure children feel they belong because they encourage them to self-register, warmly welcome them and get to know them well. Their individual needs are met through shared information and recording all their personal details. An open door policy is operated for parents and they are encouraged to be actively involved in their child's care and education. Shared information ensures that parents are updated with their child's progress and they have regular meetings with their key-workers. Staff present a positive role model to the children and value and respect the children in their care. Partnerships are beginning to be forged positively, with parents and the local school. Staff pass on any relevant information to ease the children's transition into school and have excellent relationships with outside agencies and support workers. Parents receive daily verbal feedback, know where to access written information, and have copies of all policies and procedures. There is a very thorough system for registration and admission, to ensure all parties have the necessary information required by the regulator. Parents are invited to coffee mornings and parents' evenings to discuss their children's progress and are encouraged to pass on any special skills they may have. Staff are fully qualified, have the necessary experience and receive excellent opportunities for training and extending their personal development. They are vetted and checked and not allowed to work within the setting until all checks are clear and appropriate. The policy for recruitment is clear and all staff know their roles and responsibilities. The organisation of the setting ensures all areas are visible to adults and they can supervise children accordingly.

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

Planning is beginning to be developed to ensure the children are working towards the six areas of learning. The system is in its early stages and staff are still in the process of how best to record children's next steps in their development. They look at where children are when they register and take into account their ages, their interests and dislikes. The children's overall progression is monitored through observation and assessment, the system for this is user friendly and effective. Staff support any comments with photographs, linked to the areas of learning achieved. The children are able to share, take turns, help each other and play well together. Their behaviour is managed well, and staff encourage the children to follow the achievable rules and boundaries. The children are learning to respect each other, and they tell staff if they are worried about anything. Social skills are promoted at meal and snack times, and the children sit together with staff supporting them. They are beginning to show kindness, concern and help each other. Physical development is very well promoted. The children have access to a well equipped and organised outdoor play area, which allows for free-flow, and many activities are duplicated to bring the indoors, outdoors. Their gross and fine motor skills are developed in a wide range of well planned activities. The children's creativeness is fostered as they access many situations to develop their art and craft skills, and to use their active imaginations in a variety of role play and everyday activities. The children enjoy mark-making and are beginning to form familiar letters and recognise their names and some simple words. The children's work is beautifully displayed throughout the setting. The staff chat to the children, encourage them to communicate and respond to them and each other. They have discussions about home and what they do at other venues.

The children's problem solving skills are developed through, building and construction, working out how things fit, manipulating around obstacles as they ride bikes and cars and show good levels of concentration and balancing skills. The well resourced maths corner provides children with opportunities to learn to count, recognise colour, shape and numbers and to complete puzzles and varying degrees of jigsaws. The small garden area provides children with opportunity to search for mini beasts, following the posters fixed in this area. The children get involved in planting, talk about seasons, and the changing weather patterns. They have access to a good range of resources reflecting diversity and take part in other festivals and celebrations. The children are helped to feel safe through good communication and daily routines. Their key-worker goes through the settling in phase, explains the rules and boundaries, and bonds with her group of children. Staff fully supervise children, and carry out health and safety checks each day. They have discussions about stranger danger, touching stray animals, and children know what areas are not accessible to them. Road safety is promoted on walks and staff make sure children are fully supported and supervised. The children help to tidy up, and alert staff to any spillages. Healthy lifestyles are encouraged through the provision of nutritious snacks and an assortment of drinks. The children have access to fresh water and can serve themselves. The children's dietary and religious requirements are met and parents' wishes are respected. Parents are encouraged to provide a healthy packed lunch and staff ask them not

to include sweets and junk food. However, storage of packed lunches needs to be addressed further. There are good routines for the safe handling of food and staff wear disposable gloves and aprons. The work surfaces are thoroughly cleaned before and after food preparation.

The children are beginning to make a positive contribution as they learn how to behave well, respect each other and the adults who care for them. They show they understand right from wrong even at an early age, and they are taught good manners. The children show acts of kindness, are considerate and show feelings of concern for each other. They are able to join in, make friends and respect each other taking into account their diverse needs and backgrounds. Any name calling is discouraged and all children are treated with equal concern. The children are able to make appropriate choices and share, take turns and contribute to the group. Staff help children to access technology as they learn to use the computer, and they are beginning to show good keyboard skills. They show enthusiasm, excitement, want to learn and are eager to please.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
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