



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY273848

DfES Number: 582619

INSPECTION DETAILS

Inspection Date	06/12/2004
Inspector Name	Jacqueline Patricia Walter

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Milestones Day Nursery
Setting Address	Milestones Day Nursery Tongue Lane Leeds West Yorkshire LS6 4QE

REGISTERED PROVIDER DETAILS

Name	Childcare Strategies Ltd 4796299
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ORGANISATION DETAILS

Name	Childcare Strategies Ltd
Address	12 Mount View Road Hepworth Holmfirth West Yorkshire HD9 1JA

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Milestones Nursery is a privately owned nursery that offers full time care. It has been operating since 1993 and had a change of ownership in 2003. It operates from three rooms in a single story building. It is situated in a suburb of Leeds known as Meanwood. A maximum of fifty-six children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 hours, with the exception of one week between Christmas and New Year and on bank holidays. The children share access to two outdoor areas.

There are currently seventy-four children aged from three months to five years on roll, of these eighteen children receive funding for nursery education. Children attend from the surrounding areas. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs twenty-one staff. The majority of staff, including the managers, hold appropriate early years qualifications. Three staff are working towards a qualification.

How good is the Day Care?

Milestones Nursery provides good care for children. The staff have created an orderly environment in which to care for children. Space and resources are effectively organised for children to easily access and staff are effectively deployed, which help children to feel safe and secure. There is a well organised system in place for staff and student inductions and the registration system works well, clearly showing when staff, visitors and children are present. The environment is warm and welcoming, with attractive displays of children's work and notices and photographs of activities. Most of the required documentation is in place and maintained appropriately.

The staff take positive steps to promote health and safety to ensure the children are kept safe and free from harm. Emergency evacuation procedures are practiced and recorded, there are very effective security systems in place for the premises and the

collection of children and suitable arrangements are in place to prevent the spread of infection. Staff value and respect children as individuals and are extremely successful in acknowledging and meeting their differences and needs, including special dietary requirements. They are very proactive in including and supporting children that have special needs.

A very good range of furniture, equipment and quality toys are available, which are appropriate for their purpose and help create a stimulating environment, with sufficient challenge for children. Staff manage children very well, demonstrating a sound knowledge of behaviour management. Children can easily access, and are very interested in the toys and play materials available, they are confident, have positive relationships with others and are developing a good understanding of right and wrong.

Strong and trusting relationships with the parents are in place. Staff effectively share information regularly with parents and work effectively together to successfully meet the children's needs.

What has improved since the last inspection?

not applicable

What is being done well?

- There is a very good range of interesting and enjoyable activities inside and outside the setting which meet the needs and encourage the development of children of varying ages and abilities. The children have positive relationships with peers and adults, they are interested in their surroundings, confident and engage in activities and sustain interest in them for periods of time. Provision for babies is good, staff give excellent attention to meeting babies individual needs for eating, changing and sleeping.
- There are very effective security systems in place for the premises and safe collection of children, for example, each parent has a key-pad number to be able to enter the premises. All visitors are admitted by staff, their identification checked and their visit recorded. Personal identification numbers are also given for each child and these have to be quoted, along with notification from parents, when other adults wish to collect children.
- Staff are very active in promoting the needs of children that have special needs. They work very effectively with both parents and other relevant parties and take positive steps to promote the children's welfare and development. For example, most staff have had specialised training regarding administering medication. All children are valued and included in the setting and their needs are successfully met.
- The staff are very friendly and approachable. They have developed good strong and trusting relationships with the parents. They have established good, informal and formal systems to effectively share information on the care and the education of children, on a regularly basis.

What needs to be improved?

- the documentation, with regard to ensuring all accident records are signed by parents and regarding the maintaining of nappy changing information.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Since April 2004 Ofsted have not received any complaints about this provider.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
14	Ensure that all accident records are dated correctly and are signed by parents.
14	Ensure records on the care of children are held at least until after the following inspection.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Milestones Nursery provides overall generally good provision for children. The children make very good progress in personal, social and emotional development, physical and creative development and generally good progress in all other areas.

The quality of teaching is generally good. Most staff understand how children learn and are familiar with the early learning goals and stepping stones and this is put effectively into practice, in most areas of learning. Staff are less aware of developing more able children's skills in writing, linking sounds to letters and in helping children learn about calculation. There are also limited opportunities and resources for children to explore different materials and objects and develop their skills in assembling and joining. Staff plan and provide a good balance of activities. They have very good relationships in place with the children and have high expectations for their behaviour. They regularly assess and record children's progress.

Leadership and management is generally good. Management are competent and effective. There are clear and appropriate aims in place which are reasonably understood by practitioners and effectively put in practice ensuring the provision is good and enabling children to make generally good progress overall. Staff work well together and have access to training and support. They demonstrate clear commitment to improving the care and education of their service through accessing training where possible and seeking and implementing advice from an advisory teacher.

The partnership with parents is generally good. Staff take very good account of parents needs to help understand the Foundation Stage and have in place both informal and formal methods which effectively keep parents well informed on the children's progress. There are limited opportunities for parents to demonstrate their knowledge and observations.

What is being done well?

- Staff create a secure atmosphere where children can develop good attitudes and dispositions to learning.
- Children relate well to adults and peers and are developing good relationships. Staff have high expectations of children's behaviour and actively encourage their understanding through positive strategies such as appointing two children, as helpers on a daily basis. Children are developing a good understanding of right from wrong.
- Staff effectively help children become more aware of their environment and the natural world. They provide first hand experiences such as walks in the community and invite speakers into the setting.

- The staff take very good account of the needs of parents in helping them to understand the foundation stage. For example, in addition to displaying the information they have a parents evening where parents are shown videos and are talked to, encouraging further understanding of their child's education.

What needs to be improved?

- opportunities to link sounds to letters and to write for a variety of purposes
- opportunities to extend the more able children's learning of calculation
- the resources to promote the exploration of objects with different features and the assembling and joining of materials
- the sharing and valuing of parents observations on their children.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children form very good relationships and can confidently link up with others for support and guidance. They are developing good personal independence, are able to select and use activities independently within the environment, displaying high levels of involvement in their activities. The children are very enthusiastic and motivated to learn.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children interact and negotiate with other peers and adults very well. They are able to listen and respond enthusiastically to stories, songs and rhymes. They know how to use books, they are developing understanding that print carries meaning. Some children are beginning to write names, forming recognisable letters. There are limited opportunities for naming and sounding letters of the alphabet and to attempt writing for a variety of purposes, for example, through shopping lists.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children can count reliably up to five. They are beginning to use numbers in every day situations and can also recognise some numerals. More able children show an interest in shape, space and measure by interest in a sustained construction activity and talk about shapes using names for flat shapes. Children are beginning to use language to describe and compare size and position. More able children are insufficiently challenged in solving activities involving simple calculation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are developing good skills in using everyday technology, for example, through the use of telephones, programmable toys and calculators. They are beginning to differentiate between past and present events in their lives and becoming aware of features in their environment and the natural world. However, their skills in investigating objects and materials using their senses and in techniques in assembling and joining, may be hindered, due to limited resources available.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children use a range of small and large equipment very well, increasingly developing their skills, confidence, control and co-ordination. They are developing increasing control in handling tools and malleable objects. They show respect for other children's personal space. Children are developing a good understanding of keeping healthy through everyday good hygiene practice and more able children are able to recognise the changes that happen to their body.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are able to explore colour, shape and texture and some can confidently differentiate colours. They are able to sing many simple songs and rhymes from memory and are learning with enjoyment how sound can be changed and match movement to music, through the exploration of musical instruments and tape recordings. Children use their imagination well in all areas of the nursery. Children are able to successfully communicate experiences using a widening range of materials and tools.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- provide opportunities to link sounds to letters and to write for a variety of purposes
- provide further opportunities to extend more able children's learning of calculation
- develop resources to promote the exploration of objects with different features and to encourage the assembling and joining of materials
- provide further opportunities for the sharing and valuing of parents observations on their children.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.