

# Millfield Nursery School

Inspection report for early years provision

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**Unique reference number**

253400

**Inspection date**

31/08/2011

**Inspector**

Ann Keen

**Setting address**

Millfield House, Tithby Road, Cropwell Butler, Nottingham,  
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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**

Millfield Nursery School is a private day nursery which opened in 1989. It operates from the ground floor of a house in a rural village approximately 12 miles from Nottingham. Children have access to two group rooms, plus a soft play room and two separate outdoor play areas. Children attend from villages in the surrounding area.

The nursery may care for a maximum of 40 children aged between two and eight years old at any one time. There are currently 59 children on roll, some of whom receive funding for early education. The nursery is open from 8am to 6pm Monday to Friday all year round, with the exception of Bank Holidays and Christmas. Of the eight staff who are employed to work with children, six hold an early years care and education qualification to level 3 and the manager has a level 4 qualification. The nursery receives support from a specialist teacher from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The nursery provides a warm and welcoming environment to ensure that children are happy and enjoy their time at the setting. An exceptional outside environment provides the children with opportunities to explore their world effectively. Staff successfully promote children's welfare, learning and development so that children's needs are met. Overall, they assess children well and plan for their progress. Staff identify areas for development within the nursery and aim to strive for improvements. They are keen to work with parents and outside agencies for the benefit of the children.

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

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

- ensure that staff are more clearly focused on using their observations to identify the next steps in children's learning.

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

Robust steps are taken to safeguard children, including vetting procedures for all the staff who work with them. Staff are aware of safeguarding issues and the manager is very conscious of keeping up to date with relevant developments to ensure that children are well protected. Safeguarding policies and procedures are regularly reviewed at team meetings. Effective risk assessments and regular checklists ensure hazards are minimised to further promote children's safety. Children are protected as the staff team keep the premises secure and supervise the children at all times, for example, entry to the building is coded. Documents

and policies required by legislation, including complaints procedures, are in place and updated regularly to ensure children's safety and well-being. The nursery environment is well organised, with a broad range of resources effectively deployed in all areas. The outdoor area is a particular strength of the provision and children are encouraged to use the facilities all year round, helping them to appreciate the natural environment. The resources are exceptional and the owners have worked hard to ensure they are providing a stimulating environment for the children. They play enthusiastically on the sturdy wooden equipment and eagerly investigate bugs and worms. All other resources are good, fit for purpose and are used to effectively to support children's learning and development. Routines enable children to have times to sleep and rest, ensuring their needs are well met.

There are well-developed systems to monitor and evaluate the quality of the provision. Managers and staff work together to identify areas for development and ensure there are effective plans in place to secure change. Management is effective in driving improvements forward to improve the children's experiences. The nursery has addressed the recommendations raised at the last inspection and has improved staff knowledge of the use of assessments. This shows the setting has a strong capacity to improve the outcomes for children.

Staff have a good knowledge of children's backgrounds and needs. Parents are encouraged to share what they know about their children when they first start the setting. They complete detailed forms about what their child can do and their individual likes and dislikes. Parents share in their children's learning by having regular conversations with their key person. Parents are welcomed into the nursery and their views are encouraged to help improve the provision. Parents provide extensive testimonials to their children's enjoyment of attending the setting and it is evident that children are settled and happy. The nursery has good systems to share information with other providers. Regularly updated records are kept and staff pass on information to schools to ensure that there is continuity of care. The staff carry out their roles and responsibilities with enthusiasm, providing children with encouragement and support.

Staff show a good commitment to ongoing professional development, and as a result are capable and conscientious. The nursery has good links with other professionals, such as specialist teachers. This contributes towards improvements throughout the nursery. Equality for all children in the nursery is promoted. Activities are adapted to individual needs to ensure children engage with activities and progress their learning. All documentation is regularly reviewed so information is up to date. Other important information, such as contact details and medical records, is updated and easily accessible, promoting children's health and safety.

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

Children settle into the nursery well; they feel confident and get to know the routines. A good range of age-appropriate activities and experiences are offered to children, both adult-led and child-initiated. This ensures children are actively engaged in their learning. There are no children in the nursery at present with

special educational needs and/or disabilities, although the nursery provides for children when necessary.

Children make good progress towards the early learning goals. The staff plan and provide an interesting variety of activities. Observation, planning and assessment arrangements are well established. Each child has an assessment folder linked with local authority guidance. Staff make extensive observations of children's achievements and are very conscientious in recording them. They include extensive photographic evidence. Parents are interested in reading these and enthusiastic about seeing the photos. Staff are aware of developing the next steps in children's learning, although they are not always sufficiently focused on marrying the observations with the next steps. This means that the focus on the next stage of children's learning is not always sharply focused. Staff take advantage of spontaneous learning opportunities very well; taking the children to see the alpacas in the field next door, for example. Staff encourage children to explore and investigate and the outside area is used very well to support children's natural curiosity.

Children have good relationships with adults. Children's behaviour is managed very well, and consequently they are very well behaved. Children are clearly confident with all members of staff and thrive in the setting as a result. They play well on their own and in harmony with each other. They are motivated and interested in a broad range of activities and take responsibility for choosing what they do. Children are confident communicators and happily contribute to activities and talk about stories. Staff encourage a love of books, enabling children to take them home. They are at present developing opportunities to enhance children's knowledge of letters and the sounds they make. This results in children having a good foundation for future learning and development. Children participate in a range of activities to develop early mathematical skills, such as matching symbols and numbers and using jigsaw puzzles. Children's knowledge and understanding of the world is fostered through a range of activities. Children are starting to develop their awareness of diversity through activities and resources; this helps them to positively explore and value differences and similarities in the wider world. Exploring their own environment is an outstanding feature of the setting and children are inspired by the nature around them. They also enjoy caring for the pets in the nursery, particularly the guinea pig. They experience many creative opportunities, such as gluing, sticking and role play, and they enjoy singing well-known songs. Children engage in a wide range of physical activities, both indoors and out. They can climb, run and jump, contributing towards a healthy lifestyle. This helps to increase their understanding of an active life. Their health, physical and dietary requirements are well met.

Children benefit from an excellent range of home-cooked meals that are healthy and nutritious. The kitchen is clean and safe and receives high praise from environmental health inspections, ensuring the children are kept safe. Children sit in small groups with staff to enjoy their meal, which helps them to develop good table manners and a relaxed attitude to food. Children develop their independence well. They have a well-developed understanding of personal hygiene, for example, they use wipes to wash their hands before drink time. Staff follow good nappy changing procedures to minimise the risk of infection.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	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