

Milford Day Nursery

Inspection report for early years provision

Unique reference number EY288114
Inspection date 05/01/2009
Inspector Sue Anslow

Setting address Milford Road, Walton-on-the-Hill, Stafford, Staffordshire,
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Type of setting Childcare on non-domestic premises

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).

Description of the setting

Milford Day Nursery opened in 1991 and is part of the Asquith national chain of nurseries. It operates from five rooms within a two storey listed building which was previously a school. There is a secure enclosed outdoor play area with a safety surface fitted. It is situated in the small village of Walton on the Hill, just south of Stafford. A maximum of 76 children may attend the nursery at any one time. It is open each weekday from 07.30 to 18.00 for 51 weeks of the year (excluding Bank holidays).

There are currently 71 children in the early years age group on roll. Of these, 24 children receive funding for early education. Children come from the local community and surrounding areas. The nursery is able to cater for children with additional needs but currently have none on roll.

Thirteen core staff work with the children, eleven of whom hold appropriate early years qualifications. A further contingent of supply staff cover lunch breaks, holidays and any emergencies. The nursery work closely with senior management staff from Asquith and advisors from the local authority.

Overall effectiveness of the early years provision

Children make good progress in their learning and development through the provision of appropriate support and resources. They enjoy the wide variety of activities, set within a warm, lively, and interesting environment. Good arrangements exist to ensure each child's health and safety. Children learn to respect and value each other's uniqueness through appropriate staff guidance. Most policies and procedures are in place to support the childcare practice and the nursery fully includes every child in the daily programme of activities. Effective steps are taken by the setting to evaluate its provision for children's welfare, learning, and development and plans for the future are well targeted.

What steps need to be taken to improve provision further?

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

- extend the safety policy to include the procedure to be followed in the event of a child not being collected at the appointed time

The leadership and management of the early years provision

The nursery is led and managed by a manager and deputy, who are good role models and support staff well. Input and advice from the management team at Asquith is valued and staff attend in-house training courses and cluster meetings to update their knowledge and skills. Effective recruitment and induction programmes, as well as good vetting procedures, ensure that all adults working

with children are suitable. Staff are knowledgeable about their roles and responsibilities in safeguarding children and regular staff meetings and individual appraisals ensure good teamwork. Self-evaluation is ongoing and the staff team has completed Ofsted's self-evaluation form. This successfully highlighted the setting's many strengths and identified some areas for ongoing improvement. The recommendations made at the last inspection have been satisfactorily completed.

Partnership with parents and carers is promoted and valued. Information about what children know and can do is recorded by parents during the settling in period and acts as an appropriate starting point for staff to plan suitable activities to help children progress in all areas of their learning. Parents are kept well informed, both verbally and through notices and newsletters. The management team are always available to discuss any worries or concerns and are proactive in making appropriate changes in light of parent's views. Staff are happy to work with other professionals, and the manager has recently made approaches to local preschools to promote the continuity and delivery of the Early Years Foundation Stage.

Children's safety and security is given high priority at the setting and staff follow a number of comprehensive policies and procedures. Premises and equipment are checked regularly and staff help children understand how to use equipment properly and safely. Written procedures are in place for staff to follow in the event of a child going missing but not for a child whose parent or carer does not arrive to collect at the appointed time. Staff know and understand child protection procedures and senior staff have attended relevant training courses. Indoor and outdoor space is safe and well organised, and the monitoring of accident records ensures any potential hazards are minimised.

The quality and standards of the early years provision

Children make good progress in their learning and development as staff are secure in their knowledge of the Early Years Foundation Stage. Information regarding children's achievements, interests, and needs is used to help children take the next steps in the learning process. Group rooms are well organised and offer children access to age and developmentally appropriate activities. Continuous provision of core activities throughout the day ensures each child can self select. Planning is flexible and adapted to meet each child's particular needs. Staff evaluate the effectiveness of each activity and make regular observations of children's progress in order to provide appropriate activities the next day.

Parents are kept up to date with their child's development in all areas, both verbally and through access to their 'learning journey' file containing samples of artwork and photographs. Colourful displays of posters and photographs show children participating in a wide variety of activities, illustrating how these activities and experiences meet the six areas of learning.

Children are grouped according to age and stage of development. They enjoy ample space to crawl, walk, climb, and run, both indoors and outside, and are provided with safe and suitable toys and play materials to promote their interests and enjoyment. Natural materials are used well as children experiment with

different objects in the water trough. They are encouraged to be independent and try things for themselves. Children of all ages enjoy warm relationships with staff, whether it is cuddles on the floor or help with understanding the rules of the matching game.

Children learn through play and appropriate support and guidance from staff. Numbers and letters are displayed in most rooms and staff count the bricks during construction games or show children their names on their art work, to help them become familiar with numbers and letters. Stories and songs are part of every day activities and each group enjoys access to books and comfortable, cosy places to sit and read. Children learn about nature and the world around them through watching the changing seasons outside, learning about different cultures and celebrating festivals. Children are praised and congratulated for all their efforts and achievements as well as their kindness and helpfulness to others.

A good understanding of the welfare requirements along with effective routines and procedures, ensure children are well cared for, safe and healthy. They enjoy a well-balanced menu of freshly prepared meals and snacks throughout the day with plenty of fruit and vegetables. They learn about healthy foods, drinking lots of water and brushing their teeth after meals. Any sickness or injuries are managed well and parents are informed of any infectious conditions within the setting. Premises are clean and well maintained and children learn about safety through routines and reminders.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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