

# Milky Way Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY290558

**Inspection date**

13/10/2011

**Inspector**

Aileen L King

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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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**

Milky Way Day Nursery opened in August 2004. It operates from a converted house off Abbey Lane in the city of Leicester. The children's accommodation is within three group rooms and the facilities also include an enclosed outdoor play area.

The nursery is open from 7.45am to 5.45pm each weekday for 52 weeks of the year, and children may attend on a full-time or sessional basis. There is a holiday club for older siblings up to the age of eight years. There are currently 44 children on roll, some of whom are in receipt of funding. The nursery supports children with special educational needs and/or disabilities and those for whom English is an additional language.

There are 10 staff who work with the children, seven of whom are qualified to level 3, two at level 2 one is working towards level 2. The deputy manager is working towards level 4 and manager towards level 5. The nursery receives support from the local education authority and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are links with local providers, schools in the community and outside agencies.

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

Overall the quality of the provision is good.

The nursery is a homely place for children to be, where they are very well looked after. Every effort is made to ensure all children are included in the wide range of activities provided. Children's welfare, well-being and security are paramount. Partnerships are effective, especially to meet the diverse needs in the nursery, and have resulted in initiatives to improve children's skills in language and communication. The nursery's capacity to improve is good as this is backed by excellent and cohesive team work, good self-evaluation and highly effective resourcing.

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

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

- enhance the provision for children's skills in language
- monitor and evaluate the effectiveness of staff training in developing children's language and vocabulary.

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

Safeguarding arrangements are excellent, and measures taken have due regard for children's security and well-being. Systems and procedures for staff recruitment

are particularly strong. Records are extremely comprehensive and indicate the rigor of the management of the nursery. Policies and documentation in relation to safeguarding are robust and monitored regularly. Careful checks are made to ensure staff knowledge and understanding are up to date. Risk assessments are carried out regularly, including checks of the premises, and these are acted upon and recorded diligently.

The nursery takes a proactive role in driving improvements, with a shared vision and commitment which is backed by highly effective teamwork. The effectiveness of practice and of the provision are carefully observed and evaluated. Staff appraisal, specific training and support ensure the momentum of continuing professional development is maintained, to the benefit of children's learning. There is very careful consideration given to the choice of resources, which are used very well to support the children's learning and development. The deployment of staff is very effective to meet the children's diverse needs. The accommodation is very well managed, organised and maintained. Sustainability of the nursery and premises are uppermost in managers' minds and proactive steps are taken to achieve this.

Equality of opportunity and promoting diversity are at the core of what the nursery strives to achieve. Staff take this on board and they plan activities which reflect the diverse backgrounds from which the children come. Staff are adept at ensuring all children have equal access to all the nursery offers, and considerable effort is made to ensure this happens. A feature of the nursery is the approach to acknowledging cultural events which are traditionally celebrated within the local area. This results in an awareness of the community for the children. The nursery is also proactive in utilising expertise from outside agencies to identify and support the children's specific needs.

Monitoring and evaluation of the effectiveness of the provision are rigorous and robust. These result in an objective view of what needs to be done to maintain improvement. Staff are involved in this process, for example at staff meetings, where they have the opportunity to share their ideas and come to a consensus of agreement on what will benefit the children's learning. Tracking of children's development is effective and has identified the need to enhance skills in language and communication. The nursery is already involved in a project to this end and staff training is ongoing. The manager recognises monitoring is required to ensure the effectiveness of the project is maintained. Partnerships are good overall, with excellent liaison with outside agencies to support children's needs. Links with other providers are good, for example, to ease the transition to school. The partnership with parents and carers is good, and they indicate that they are content with the provision and how children are helped to learn and develop. They feel very informed and regard the nursery as effective in supporting their children's independence and easing the transition to school.

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

Children's experiences as active learners are positive from when they first arrive in the morning. For example, the youngest age range are engaged and motivated and keen to get outdoors. They can play independently and all groups of children are very involved in the activities provided. Older children also show they enjoy being in the nursery and staff ensure they are included, for example, singing songs, and being active participants in the children's learning outdoors. The staff interactions are effective, sensitive and caring, for instance, as they sing to and with the children and babies as they play. Staff are extremely adept at promoting safety, which means children are very safety conscious. For example, very young children take reasonable precautions by grasping a support while negotiating a step in the garden. The children's demeanours show they are very secure and settled in the nursery environment, which is homely and welcoming. They behave well in the calm and relaxed atmosphere.

Healthy lifestyles are promoted, with due regard to hygiene and being active and energetic. Food is freshly cooked on the premises, and at snack time the children tuck into dried fruit and diluted juice. Water is readily available and the outdoor area provides plenty of opportunities to be active and energetic, and the children use bikes and other toys to push, pull and propel themselves along. The youngest children have quiet times when they relax after lunch and take a well-earned rest.

Enjoyment is evident, especially when the children are outdoors, and they have positive attitudes to each other and the activities they undertake. They participate in what is provided and cooperate well together, with staff prompting good manners effectively. Cultural diversity features in the activities staff plan for the children, who show they have consideration for others. This awareness of a variety of backgrounds and beliefs is promoted well within the nursery. This is because there are very good opportunities to acknowledge a range of celebrations indicating the diversity of modern day society. The children respond positively to adults and each other, and are encouraged to make choices and have an influence on the next steps in their learning. There are very high standards of respect, and the staff as positive role models promote a constructive and very inclusive ethos. Staff have exceptional skills in negotiating with children to achieve an agreed objective and building an awareness of rules and expectations. For example, to demonstrate how games can be played fairly, to which the children respond very well. The older children's basic skills are developing well due to staff input. For instance, reinforcing language and communication, which is presently a focus of the nursery's work to raise the children's achievement. This focus has been identified through the effective systems in place for observing children at play and assessing the next steps in their learning. Babies and toddlers show they are inquisitive and keen to explore. Problem solving and awareness of the wider world are encouraged proactively and older children have good experiences to develop their ideas about making comparisons and seeing patterns in numbers as well as nature.

## 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	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
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	1
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