

# Little Millers Day Nursery and Out of School Club

Inspection report for early years provision

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<b>Inspection date</b>	04/01/2012
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<b>Type of setting</b>	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**

Little Millers Day Nursery and Out of School Club opened in April 2000. It is part of the Sherwood Forest Hospitals NHS Foundation Trust. It operates from a purpose built single storey building at the King's Mill Hospital, Sutton in Ashfield, North Nottinghamshire. The nursery opens each weekday all year round, Monday to Friday between the hours of 7.30am to 6pm. It closes for all Bank holidays and a week during the Christmas holiday period.

The nursery is registered to care for 96 children from birth to eight years of age and does occasionally offer care to older children if required. There are currently 84 children from six months to five years on roll. Children attend for a variety of sessions. The setting is able to support children with special educational needs and/or disabilities and also children and families who speak English as an additional language. Children are generally cared for in four separate rooms according to their age and ability with a central area where all children have access. Children also have access to various fully enclosed and secure outdoor play areas. There are 25 staff working directly with the children, of these, 24 have early years qualifications to level 3 or above. The setting receives support from the local authority.

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

Overall the quality of the provision is good.

Children make good progress in their learning and development. Staff work well together providing good experiences, activities and most equipment for all children. Excellent partnership with parents are in place ensuring children's individual needs are fully met. The setting demonstrates a positive approach to self-evaluation, thus, ensuring a good capacity to make continuous improvement.

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

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

- review the resources used to promote cosy opportunities for babies and practitioners to sit together
- review some aspects of the system used to record risk assessments.

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

A clearly written policy is in place, highlighting to parents and carers the responsibilities of the staff regarding safeguarding children. Staff have a good understanding of their roles and responsibilities in protecting children. Effective systems are in place for minimising risks to children. Staff are vigilant in their

undertaking of risk assessments, ensuring children's safety. Robust recruitment, selection and induction procedures are in place. Regular supervision of staff enables senior managers to monitor the suitability of staff working directly with children. The nursery is organised well. Children are cared for in designated rooms but also share a communal area and several outdoor areas. However, the provider is caring for more children than their conditions of registration allow. Ofsted intends not to take further action. This is because staff provide good supervision of children both inside, outdoors and when on outings. Space and the deployment of staff is organised effectively fully supporting each child's individual needs. As a result, children are safeguarded and happily play and explore in a safe and suitable environment.

Staff provide a good range of learning opportunities for children inside and outdoors. Activities are adapted to support a range of children's abilities, needs and interests. This ensures that all children are treated with equal concern and respect. However, babies have less appropriate resources to promote cosy areas where staff are able to interact more closely with them. Good systems are in place to support children who have English as an additional language and children who also require additional support. Sensitivity and careful planning are at the fore front of the nursery approach to inclusion. For example, babies are introduced to signs and symbols. This helps them learn from a young age ways of communicating with others. This is continually promoted throughout the nursery consolidating all children's learning and acceptance of others.

Partnerships with parents is outstanding. The nursery has worked extremely hard to enhance the partnership. Parents speak very highly and positively of the service that is offered. Excellent forms of exchanging information are in place. Regularly updated progress meetings, displays of children's achievements and daily exchanges of information through conversation or written diaries are effective. Parents and the extended family are encouraged to be involved in children's learning. They participate in fund raising and spend days at the nursery, such as 'Granddad day'. Staff understand very well the importance of working effectively with parents from the onset. This ensures that children's needs are identified and plans put in place to offer ongoing support. There are good systems in place to link with others involved in the care of the children. A good range of written policies and procedures highlight the service that is offered. Records are mostly recorded well, although, the system for recording risk assessments is not as robust. The setting works hard to continually improve the service that is offered. Recommendations made at the last inspection have been successfully addressed with significant improvement made regarding the outdoor play area. This is now very attractive, inviting with stimulating areas for all children to enhance their all-round development. The management team and staff are fully committed along with the support networks within the organisation to make continuous improvement. A good system for self-evaluation through reflection is in place.

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

Children engage, explore and show good curiosity in their play. They are developing well in all areas of their development and show good progress in their learning. Regular observations, discussions with parents and the recording of children's development highlights to staff what they need to do next to support individual children in their learning and development. All children are active learners, happy and confident. Staff effectively plan a good range of experiences and activities, both inside and outdoors to enhance and challenge all children's ranges of development and interests. Children have a good sense of belonging and are forming strong relationships with their peers and the staff. All children help tidy away the toys and activities showing they care for their surroundings. They are familiar with routines, such as when tidy up time music plays they immediately start the task. Good communication and language skills are promoted throughout the nursery. This helps the youngest of children to feel included. Staff enhance this further with soft tones, smiles and good eye contact to engaging in more in-depth conversations with older children. Children behave very well and are familiar with and adhere to the nursery's expectations. Children learn to share their toys and wait their turn to speak, such as during circle time. Children play harmoniously together and thoroughly enjoy the company of the staff team.

Good experiences help children learn about the wider world and acknowledge various religious and cultural festivals throughout the year. They learn from a young age the importance of accepting others differences and similarities. Various activities throughout the nursery enhance all children's development. Staff challenge each child appropriately. Babies explore with texture and mark make. They hold chunky paint brushes, painting their hands and paper on the floor to using chunky pencils to form patterns in icing sugar. Older children manipulate play dough, use tip and pouring equipment in the water, dig in sand and wash dolls clothes. Mathematical skills of children are developing well. Singing number rhymes and learning about big and small objects enhance their skills. Furthermore, numbers displayed around the nursery both inside and outdoors also help children learn about numbers and that print has meaning. Programmable toys and consistent routines help children learn about the skills they will need in the future. Staff skilfully raise children's awareness to the importance of keeping germs away and looking after their own personal health. Children know to wash their hands before they have the healthy snack of scone, butter and a drink of milk. Children learn about keeping themselves safe because they know why it is important to wipe up water spills, so that they do not slip. Staff reinforce this through their own good practice, such as effective nappy changing procedures, completing cleaning rotas and effective supervision of babies sleeping.

## 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	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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