

Millers Dene Day Care

Inspection report for early years provision

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Inspection date

14/05/2012

Inspector

Vivienne Dempsey

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Millers Dene Day Care was registered in 2011 and previously operated as Millers Dene Family Centre. It operates from Walkergate Early Years Centre in Walkergate. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery opens Monday to Friday 48 weeks per year. Sessions are from 8.00am until 5.30pm. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to care for a maximum of 62 children at any one time all of whom may be in the early years age range. There are currently 106 children attending who are within this age group. The nursery provides funded early education for two, three and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 21 members of childcare staff. Of these, most hold appropriate early years qualifications at level 2 and above. One member of staff holds Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

An extremely well-developed knowledge of each child enables staff to promote children's welfare and learning effectively. Children are safe, secure and really enjoy learning about the world around them and overall opportunities to further promote children's independence are utilised. Partnerships with parents, other providers and a wide range of agencies are excellent and vital in making sure that the needs of all children are met, along with any additional support needs. This means that children progress exceptionally well, given their age, ability and starting points. Thorough self-evaluation and on-going reflective practice by the manager and her staff means that priorities for development are identified and acted on, resulting, in a provision that responds effectively to user needs.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- utilise all opportunities for children to further develop their independence and self-help skills.

The effectiveness of leadership and management of the early years provision

All required documentation including policies and procedures are in place. They are comprehensive and extensive, successfully supporting the smooth day to day operations of the nursery. The effectiveness of safeguarding is outstanding as staff have a very good understanding of their role in protecting children. There is a designated safeguarding officer in place who has attended relevant training. Effective and robust procedures for checking staff and volunteers' suitability are in place, which, ensures all adults working with the children are suitable to do so. Risk assessments are comprehensive and are regularly audited ensuring that high standards are maintained and any hazards are identified and repaired promptly. Comprehensive risk assessments are in place for outings, further safeguarding children.

Extremely effective leadership and management in the nursery results in a well-skilled and confident staff team which implements the requirements of the Early Years Foundation Stage exceptionally well. The manager and her staff team ensure that they constantly promote equality of opportunity. They are extremely effective in ensuring that all children are well integrated and that steps are taken to close any identified gaps in their achievements. Staff have an excellent knowledge of each child's background and needs, with outstanding systems are in place to support children with special educational needs and/or disabilities. Exceptional partnership working takes place to ensure every child receives high levels of support at an early stage.

The exemplary organisation of space and resources meets all the children's individual needs. Furniture, equipment and resources are of high quality and suitable for the ages of children to support their learning and development extremely well. Outcomes are clearly attributed to excellent use of resources, including, highly effective deployment of staff. One to one support is offered to some children to ensure they are fully included within the setting and children clearly benefit and thrive as a result of the setting they are in. Staff have developed highly positive relationships with all parents, carers and other providers. Parents and carers are very well informed about all aspects of their children's achievements and well-being. For example, home/school/nursery books share a wide range of information about children's routines and progress, with parents and other providers. Staff invite parents to regular parents evenings, enabling parents to meet with their child's keyworker to share relevant information about their child's progress. Parents and carers are heavily involved in the self-evaluation procedure and their comments and suggestions are highly valued and acted upon. Children are also given the opportunity to contribute their views of the setting. For example, the children are asked to stick smiley face stickers on pictures of the resources they would most like for the outdoor area and items of food they would like for snack. This enables parents and children to be meaningfully involved in the self-evaluation process. Self-evaluation systems reflect a rigorous monitoring and an analysis of what the setting does well and what it needs to implement for future improvement. As a result, the actions taken by the staff are well targeted and have a valuable impact in bringing about continued improvement. The manager is

effective in communicating ambition and inspiring her highly motivated staff team to consistently promote outcomes for children.

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

A rich, vibrant and varied environment, coupled with meticulous individual observations, assessments and plans, means that all children are eager to attend, show superb levels of curiosity and make significant gains in their learning. An excellent key person system is established and the wishes and views of children and their parents are given utmost priority at all times, particularly at times of transition. For example, when they start the adjoining nursery the key person lends excellent support. The staff motivate and inspire children with their enthusiasm and very effective questioning techniques. The individual interests of all children are consistently observed and their ideas are acted upon by staff. For example, children show a great interest in looking for worms and slugs, so staff quickly organise a visit to the local woods to support and enhance children's learning and interest.

Diaries, tracking booklets and observation files clearly show children's very good progress towards the early learning goals. Assessments are completed termly and next steps are clearly highlighted. These are shared with parents keeping them informed at all times. Children are happy, settled, confident and self-motivated as staff successfully and extensively provide a fully inclusive play and learning environment in which children are able to make a positive contribution. Their communication skills are fully supported as staff use a range of descriptive language and open ended questioning to develop shared and sustained thinking with the children. A wide range of opportunities are in place for all children to explore and investigate both indoors and outdoors. For example, babies and young children enjoy exploring custard and have great fun squeezing and squashing it with their hands. All children delight in digging in the mud and splashing in puddles. Babies crawl around freely as they explore their environment and begin to pull themselves to standing. This is enabled by staff who ensure that they are provided with sufficient space for them to move, roll, stretch and explore. Children confidently re-inact familiar stories, they have great fun wearing colanders for space helmets and enjoy taking a picnic to the moon in their cardboard box rocket. This helps to develop children's love of books and encourages them to use their imagination, developing their communication language and literacy skills.

Children's behaviour is excellent as they model staff's considerate, polite and caring approach to managing children's behaviour. Staff consistently and patiently remind children of the rules, to share with their peers and wait for their turn and they offer lots of praise, encouragement and reward to support and motivate the children. Babies and young children use a variety of communication skills, such as, signing, babbling and the spoken word to make contact and to let people know what they need and how they feel. Staff respond quickly to their requests ensuring their needs are consistently met at all times. Children show that they are developing an excellent understanding of how to keep themselves safe. They are able to follow simple instructions and show a clear understanding of how to

transport and store equipment safely. For example, as they carefully help staff to tidy away before lunch time. In addition they demonstrate an exceptional understanding of the importance of following good personal hygiene routines. This is supported effectively through the use of visual aids and songs. Children help prepare their own snack and serve their own breakfast. However, some opportunities to further develop children's independence and self-help skills are not always utilised, such as, setting the table for lunch or pouring their own drinks. Children are encouraged to take part in an extensive range of physical activities, both indoors and out. Staff talk to children about 'raising their pulse and feeling out of breath.' This enhances their understanding about the significance of regular exercise as part of maintaining a healthy lifestyle.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
The effectiveness of partnerships	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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