

Millstone Day Nursery Ltd

17 Millstone Lane, Leicester, Leicestershire, LE1 5JN

Inspection date	14/09/2012
Previous inspection date	04/08/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- All practitioners have a secure knowledge and understanding of the areas of learning and how children learn.
- The educational programmes have depth and breadth across all areas of learning and ensure each child makes good progress given their starting points.
- Practitioners are pro-active in identifying where children's development is below expectations and take swift action to ensure gaps are closing.
- Good systems are in place to monitor the effectiveness of the setting and to tackle under-performance and weak practice.
- An effective key person system ensures children settle well and develop strong relationships which enables them to feel safe and secure and prepares them for transitions both within the setting and school.

It is not yet outstanding because

- Some children are not given enough opportunities to access the outdoor play area and when outside to fully explore and role play.
- Inconsistent practice at mealtimes and over the lunchtime period does not support some children to develop their independence or learn to behave well.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspection was carried out by two inspectors who observed activities in ten play rooms and the outdoor learning environment.
- The inspectors held meetings with the owner of the setting and the manager, both were present during the inspection.
- The inspectors looked at children's assessment records, planning documentation, evidence of suitability of practitioners working in the setting, the provider's self-evaluation systems and a range of other documentation.
- The inspectors took account of the views of parents and carers spoken to on the day and included in the self-evaluation form.

Inspector

Dianne Sadler

Full Report

Information about the setting

Millstone Day Nursery opened in 1993 and is one of two nurseries run by Millstone Day Nursery Ltd. It operates from converted premises in the centre of Leicester, serving the local and surrounding areas. Children are based in seven playrooms on the ground, lower

and first floors of the building. There is an enclosed area for outdoor play. There is ramped access to the ground floor of the building.

The nursery opens from 7.30am to 6pm from Monday to Friday throughout the year, excluding bank holidays. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 112 children on roll, 86 are within the early years age range. The nursery currently supports children who speak English as an additional language and also supports children with special educational needs and/or disabilities. The nursery employs 32 members of staff who work with the children including two managers and a director. Of these, 26 are qualified to level 2, 3 or 4. One member of staff is working towards a qualification at Level 5.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- monitor children's access to the outdoor play space so that all children can explore and role play on a regular basis
- monitor care practices to ensure children are supported to learn to behave well and develop their independence particularly at mealtimes and during staff changes at lunchtime.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff provide a well-balanced educational programme to ensure that children are provided with challenging experiences to make at least good progress in their learning. The indoor spaces have been recently refurbished to provide a bright and inviting learning environment with lots of floor space enabling children to explore and investigate. This results in children who are interested and motivated and who display characteristics of effective learners. However, opportunities for some children to access the outdoor play area are not as well embedded. Consequently, those children have less opportunities to extend their skills in this area. In addition, when outdoors there are very limited resources provided for children to use their imagination in role play situations or explore the natural environment.

Staff undertake skilled, sensitive observations which are recorded in children's development folders and used to assess the good progress children make. Staff have implemented the progress check at age two and successfully identify the achievements and learning priorities for this group of children. Parents have opportunities to be fully involved in this process and are encouraged to make comments in their child's development folder with regards to learning observed in the setting and at home.

All children are developing their communication and language. The use of a visual display timetable by older children supports them to communicate their wishes and make their own decisions for the planning of the morning's activities. This also enables children with English as an additional language to fully contribute. Older children show good listening skills at story time. They sit as a group and listen intently, predicting the next stage in the story and imitating feelings demonstrated in the story. For example, they laugh out loud when the character is glad. Younger children demonstrate curiosity as they ask simple questions and copy the language of adults in a range of different situations. For instance, whilst developing their skills in numbers by threading beads onto a lace young children become aware of the noise they make and ask 'What's that?' They successfully repeat the answer from the adult 'The beads are making the noise'.

The contribution of the early years provision to the well-being of children

Interaction between practitioners and the vast majority of children is strong. There are well-established procedures in place to prepare children for the transition from one play room to another which helps them feel safe and secure. All children are secure in communicating their needs and preferences. Young children show delight in being picked up by their key person and demonstrate feelings, such as excitement or pleasure. Older children seek to interact with visitors and confidently discuss their like for coming to nursery and details about their friends.

Overall, throughout the day all children behave well. For example, some children are encouraged to tidy away toys and wait patiently by the door for all children to be ready when going to the bathroom. All children are learning to respect one another and enjoy plenty of praise and encouragement which helps to promote their self-esteem and give them confidence. However, when staff are taking breaks over the lunchtime period, the organisation in some of the older children's play rooms becomes chaotic at times. This results in some children's physical play becoming boisterous.

All children are developing their self-help skills. For instance, young children show a desire to help with dressing and undressing and know to wash their hands after toileting. Whilst older children will help themselves to a tissue and ask for the toilet when needed. However, at mealtimes, some children have less opportunity to develop their independence. This group of children have their food and drink served by adults which allows them less choice or opportunity to make their own decisions.

All children are developing a healthy lifestyle and benefit from learning about their community and the wider world. They enjoy walking to the local park where they develop their physical skills well on equipment, such as swings and large climbing apparatus. Children also enjoy visits to places, such as the farm. They learn to care and respect for other living things as they feed the sheep and observe the ducks, cows and pigs. Older children particularly benefit from a walk to the city centre to watch the Olympic swimming events on a big screen. This helps them to understand the diverse world in which they live.

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

Children are safeguarded well. All practitioners have a good knowledge and understanding of child protection procedures and follow a comprehensive safeguarding policy which is shared with parents. Robust recruitment and vetting systems ensure children are cared for by suitable adults who are enthusiastic and well-motivated. All aspects of the environment, both indoors and outdoors, are subject to thorough risk assessments. This ensures children learn in a safe environment without restricting their development. A wide range of well-written policies are effectively implemented and shared with staff and parents to ensure the smooth day-to-day running of the setting.

Managers have been fundamental in ensuring the setting has embraced the revised Early Years Foundation Stage Framework and all practitioners have a secure knowledge and understanding of all the areas of learning and how children make progress. Where gaps in children's learning is identified the setting acts swiftly to obtain support, sometimes from outside agencies, such as the local Special Educational Needs Coordinator. Planning for children's individual needs is clear and effectively linked to the characteristics for effective learning. Practice within the setting is monitored well by leaders and managers and there is an effective supervision and appraisal system in place. Where poor practice is identified there are well-established procedures to tackle any under-performance and staff are supported to improve and develop their skills and understanding.

Staff work closely together to clearly identify the strengths of the setting and areas for future improvement. A detailed self-evaluation document details how recommendations from the previous inspection have been improved upon and the setting has plans to improve the outdoor play area and provide children with some cover. Partnerships with parents are strong and they are encouraged to fully contribute in meeting their children's needs. Overall, parents show complete satisfaction in the quality of the setting. They feel communication with regards to the progress their children make is good and feel well-supported in promoting their children's learning at home. For example, in the younger age groups, parents are given examples of how to name items to develop speech and how to give children good choices. Parents also comment on the positive relationships promoted with other professionals and other settings their children attend, such as school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	226978
Local authority	Leicester City
Inspection number	883393

Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	175
Number of children on roll	112
Name of provider	Millstone Day Nursery Ltd
Date of previous inspection	04/08/2010
Telephone number	0116 2512725

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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