

Millfields Nursery School Community Services

Lichfield Road, Bloxwich, Walsall, West Midlands, WS3 3LU

Inspection date	18/10/2012
Previous inspection date	21/02/2008

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are enthusiastic, happy and active in their learning and development. Their confidence is promoted as they engage with safe and secure environment. Highly stimulating activities support children in becoming active learners.
- Rigorous observation, assessment and tracking procedures are in place which ensure that staff have an outstanding knowledge of children's individual needs.
- An excellent range of high quality resources provide children with extensive challenges that extend their skills as they solve problems and use their imagination.
- The self-evaluation system is very thorough and far reaching and closely examines all aspects of the nursery provision, actively driving forward continuous improvements for all children.
- Exemplary partnerships with parents and additional agencies ensure that all points of view are considered when planning for individual children.
- Clear and detailed individual learning journeys provide a rigorous system that tracks children's progress and plans for their next steps. This ensures that staff have an outstanding knowledge of the individual needs of each child.
- Staff implement activities that they know children will enjoy and that will provide extensive challenge. As a result, children are making excellent progress across all areas of learning.

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.

Inspection activities

- The inspector observed children in the indoor and outdoor environment.
- A joint observation was conducted with the inspector and the manager of the nursery.
- The inspector spoke with several parents and gained their opinions of the nursery.
- The inspector held meetings with the manager of the nursery and the head teacher, and also had discussions with the nursery's staff team.
- The inspector looked at children's development files, planning, operational plan, documentation, policies and procedures.

Inspector

Susan Rogers

Full Report

Information about the setting

Millfields Nursery School Community Services opened in 2003. It is a neighbourhood nursery for the local community and is situated on the Walsall Academy site in the Bloxwich area of Walsall. The setting offers a variety of facilities including a nursery, wraparound care service and a holiday play scheme. The nursery is open each weekday from 8am until 6pm all year round. The wraparound service operates before and after school. All children share access to secure enclosed outdoor play areas.

The nursery is registered on the Early Years Register to care for a total of 56 children. There are currently 51 children on roll, all of whom are within the early years age group. The nursery supports children with special educational needs and/or disabilities.

The nursery employs 12 members of staff, including the manager. Of these, 11 hold appropriate level 3 qualifications and one holds a level 2 qualification. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the frequency of using the outdoor classroom area so that children can take full advantage of its rich learning experiences.

Inspection judgements

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

All children are making excellent progress towards the early learning goals. Staff use their knowledge of each individual child to plan challenging activities that they thoroughly enjoy and which carefully focus on their individual needs and stages of development. Children's progress is skilfully documented in detailed learning journeys that provide accurate and evaluative assessments of their learning and progress. These allow staff to celebrate children's achievements and plan in detail for the next steps in their development. Exciting and purposeful activities are carefully chosen so that children benefit from optimum learning experiences. The exceptional partnerships with parents and outside agencies

enable individual support strategies to be instigated, and these provide superb additional support to those children who need it so that no child gets left behind. Staff demonstrate high levels of dedication as they support the children in their care and have high aspirations for their individual developmental stages.

Children enjoy being in the nursery. There are a wide range of inspirational activities to enjoy and these challenge all areas of their development. They grow in confidence and are secure and familiar with the routines. Resources are of an excellent quality and organised so that even the youngest children can access toys with enthusiasm. Careful arrangement of toys and equipment encourages younger children to develop their mobility as they learn to walk and discover different activities placed at their level. Babies explore widely, using all their senses. For example, they catch bubbles blown for them by staff and learn to scoop and pour rice and pasta. Children readily explore their stimulating environment, knowing which activities they prefer and being fully supported by their key person and other staff. Babies have access to their own outdoor area, which they access frequently throughout the day. The carefully planned premises ensure that children can move freely and safely, while also offering clear challenges that stretch children and help them to become skilled in learning to test out and recognise their own abilities.

Older children are developing very good skills in preparation for their transitions to school and nursery. They demonstrate high levels of self-control during activities and are confident. They are developing friendships with other children, consider their needs and show maturity and respect for others. The outdoor learning environment provides children with wonderful challenges and wide-ranging learning experiences. Children learn to negotiate different outdoor features, such as mounds, steps and upturned tyres, and discover insects and worms as they upturn logs and dig the earth. They access magnifying glasses and paper so they can draw impressions of what they see. Outdoor areas are richly resourced and include an outdoor classroom area. This provides wonderful opportunities for children to explore, although there is scope it extend its use so that children gain maximum benefit from what it has to offer. Children are developing excellent language and communication skills. Adult-led activities promote children's language skills very well. Children use an interactive screen with a member of staff who models a wide variety of language; promoting their understanding and confidence. The exceptionally well-resourced home corner engages children deeply as this provides them with new challenges and opportunities to combine hands-on experiences with their imaginary play. For example, they safely peel and cut vegetables and explore sensory experiences as they use dough that smells of chocolate, coffee and toffee. These resources provide children with inspirational opportunities to develop their imaginative ideas and discuss with others their new-found skills.

Open-ended resources challenge children's thinking as they explore and experiment. For example, children use coloured glass shapes to calculate number, at the same time as creating attractive patterns. Children readily lead their own learning as staff are skilled at observing children's responses to their environment, and know when to support them or let them discover at their own pace. A simple activity, such as cleaning a board, develops into discovery as children carefully blow strips of tissue paper. Staff support this purposefully, extending the activity to build on children's understanding of new words and descriptions. Children develop their critical thinking and solve problems independently.

They have ready access to a range of computer systems, which supports them in developing very good skills for the future. Staff are highly successful in supporting and encouraging independence.

Information about every child is collated before they start at the nursery, and parents are kept informed of their child's progress through daily feedback, access to their child's developmental files, progress updates every term and regular newsletters. Parents are encouraged into the nursery to settle their child, and can view their child's progress from a viewing gallery to reassure themselves that their child is happy. The outstanding relationships with parents support their full involvement in their child's learning.

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

Children are exceptionally safe in this stimulating and well-resourced nursery. Detailed risk assessments are given high priority by the management, and daily assessments are meticulous and minimise risks. Each room has a risk assessment displayed to ensure that staff follow stringent guidelines regarding the care of the children in each area. Careful supervision of all children ensures their utmost safety. Explanations by staff are well timed and actively encourage children to take responsibility for their own actions and to learn how to keep themselves safe.

Children successfully work towards achieving the early learning goals. They thoroughly enjoy their time at nursery, participating in a wide variety of challenging activities that stimulate their natural curiosity and interests. They greatly enjoy creative play opportunities where they include others in their play, and this fully supports their social development as children use their imagination to act out familiar situations that include their own experiences. Children are developing excellent skills to support them in their future lives, for example, by safely using cutlery during play. They develop great confidence as they use a range of interactive equipment and use magnifiers to closely examine insects and natural materials. This promotes children's knowledge and understanding the world around them. Resources are very accessible, as the organisation of these has been given much consideration and thought by children's key persons. Toys and resources are accessed independently by both younger and older children. A separate sensory room is used creatively to stimulate children's observational skills and inspire their curiosity. Children are extremely happy, secure and content in this nursery. They are encouraged to learn about healthy lifestyles through a healthy and nutritious menu, regular access to the outdoors and walks in the local environment. Their independence is actively encouraged as they help themselves at lunch.

Parents are included in their child's care and development at every stage. Staff are highly approachable and ensure parents are consulted and kept informed. Partnership with additional agencies are extremely well established. Staff have an excellent understanding of the support packages and expertise that are on offer, in addition to the support they provide. As a result, they offer parents sensitive, well-informed advice that enhances the care of their child.

Key persons are extremely knowledgeable about the children in their care. This results in

high quality teaching and learning through stimulating play experiences that fully engage children. Through this, children's confidence is promoted and they develop a love of active learning and exploration. Transitions are superbly promoted through excellent relationships with other providers. Children who attend the out-of-school sessions and play schemes have details of their development shared with teaching staff, so their care and learning is consistent, and there are excellent strategies for continuity.

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

Staff have an excellent knowledge of safeguarding procedures through attending training and their high levels of awareness. As a result, children are extremely well safeguarded and protected in the setting. Staff are fully aware of all relevant referral procedures and contacts, should they be concerned about a child's welfare. Children are supervised very well and staff are highly vigilant in ensuring that children stay safe. For example, younger babies are carefully monitored while they sleep and their detailed care plans are subject to constant review through consultations with their parents. Highly detailed risk assessments ensure that all possible hazards are minimised, and these are evaluated to ensure children are well protected on and off the premises and during trips and outings.

Great care and consideration has been given to arranging a highly stimulating and interesting environment that enables children to access learning areas which are varied and imaginative. For example, children confidently use an interactive display screen to explore mathematical software. They learn about positional language and develop their problem-solving skills as they find solutions through trial and error. All staff are extremely knowledgeable about the Early Years Foundation Stage and are highly skilled in supporting all aspects of children's learning and provide children with excellent challenge and support. For example, children use paintbrushes, chalks and water sprays to enjoy the concepts of early mark making. Wide-ranging resources support children's development in all areas of learning. They make their own independent choices from the extensive resources which are stored on low-level shelving units.

The management team have developed excellent systems to provide strong leadership and all staff are included in decision making. Staff are extensively supported throughout the stages of their professional development through excellent performance management systems. The leadership team meet regularly to discuss staff training needs and the allocation of resources. This results in a highly skilled staffing group who are able to share their practice with other settings through advice and dissemination. A team approach to effective evaluation is in place. This ensures that the nursery is reflective and successful in measuring its own effectiveness. The opinions of staff, children, parents and external agencies are actively included in this process, which drives forward a whole raft of development and improvements.

Highly effective relationships with other professionals involved with the children are firmly established and successfully contribute to supporting children's welfare and learning. Partnership with parents is excellent and they are exceptionally complimentary about the care provided in the nursery.

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	EY269206
Local authority	Walsall
Inspection number	819856

Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	56
Number of children on roll	51
Name of provider	The Governing Body of Millfields Nursery School
Date of previous inspection	21/02/2008
Telephone number	01922 714830

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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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