

# Milby Nursery and Kids Club

Milby Nursery & Kids Club, Milby Drive, NUNEATON, Warwickshire, CV11 6JS

## Inspection date

Previous inspection date

07/03/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

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

- The nursery provides a vast range of exciting resources and activities which enhance children's learning in great depth. Staff show, through their high quality teaching, that they have a thorough understanding of how children learn, which means that all children make very good progress.
- Children are exceptionally safe at the nursery as the manager ensures that all staff are constantly aware of hazards and that they supervise children vigilantly at all times. Meticulous and detailed safeguarding policies and procedures are rigorously implemented and monitored so that children are fully protected.
- Children show high levels of self-control and listen attentively. Behaviour is exemplary and they are provided with an exceptionally strong base for their developing independence and exploration.
- The planning and organisation of the educational programmes is exceptional. Staff and parents are provided with a clear overview of each child's progress across the seven areas of learning. This means that gaps in their learning are identified and addressed so that no child is left behind.
- Partnerships with parents and carers and other professionals are exceptionally strong. Highly successful strategies engage all parents in their children's learning, both in the nursery and at home, so that children's learning is extended and supported extremely well.
- The manager and senior staff work as an exceptionally strong team to evaluate and improve the provision highly effectively. Sharply focused training programmes considerably improve learning outcomes for all children.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 inspector observed activities in the two main playrooms and the outside learning environment, including a joint observation with the manager of the provision.
- The inspector held meetings with the manager, who is also the provider of the provision and with the officer in charge.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents, carers and children spoken to on the day.

## Inspector

Catherine Sharkey

## Full Report

### Information about the setting

Milby Nursery and Kids Club opened in 1998 and re-registered in 2012 as a limited company. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two adjoining classrooms, the school hall and the community room within Milby Primary School in Nuneaton, Warwickshire and is managed by a committee made up of parents and school representatives. All children share access to a secure enclosed outdoor play area and grounds. There is a ramp to assist with access to the building. The club opens from 8am to 9am and later in the day from 3pm to 5.45pm for the out of school sessions and from 9am to 3pm for the nursery sessions for 51 weeks of the year. The school holiday club is open from 8am to 5.45pm each day.

The nursery employs 18 members of childcare staff, all but one hold appropriate early years qualifications at levels 2, 3 and 4. The manager holds a Foundation Degree in Early Years and a BA (Hons) in Early Childhood Studies. There are currently 78 children attending who are within the early years age group. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities and receives support from the local authority. The nursery and out of school club is a member of the Pre-school Learning Alliance, the National Day Nurseries Association and 4 Kids Network. It has gained the 'Aiming for Quality' quality assurance award.

### What the setting needs to do to improve further

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

- continue to further develop ongoing training and professional development of staff in order to maintain the exceptionally high quality provision in the nursery so that children continue to receive innovative and challenging learning experiences.

### Inspection judgements

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

The two rooms in the nursery are exceptionally well thought out and organised to provide an enabling environment in which children have the freedom to develop their own learning styles and interests. Staff in each room use the information from their weekly observations to plan the activities for the following week, according to children's interests and what they learn from each activity. Rich, varied and imaginative experiences are planned for children so that there is a balance across the seven areas of learning and they are

engaged in, and challenged by, new experiences each day. This maintains their interest and allows them to apply their learning in a range of contexts. Precise assessments are regular and sharply focused so that each child works on their next steps in learning on a daily basis so that they make extremely good progress. Staff make detailed analyses of children's achievement records in line with 'Development Matters in the Early Years Foundation Stage'. This means that any possible gaps in learning are identified and addressed. Helpful prompts for staff are on display in all areas of the nursery so that they are constantly aware of using the most effective ways to communicate with children. Participation in a communication and language programme means that all staff develop highly effective ways to encourage children to extend their language and vocabulary. For example, a member of staff explains to a group of pre-school children about how words are repeated in rhymes and gives them some examples. They listen carefully as she explains the meaning of the word 'repeat.' They then join in with other familiar rhymes and spot the repeated words.

Partnerships with parents are excellent and they share a wealth of very detailed information about their children with staff. This provides clear starting points on which staff build so that children make rapid progress. Parents speak to their child's key person each day and pass on current information about their well-being and their achievements at home. Link books are also used for this purpose. Parents see children's learning journals when they wish and contribute to them, which builds a complete picture of each child's progress in their learning and development. They are given many resources to take home in order to enhance and support children's learning. Parents are involved in the nursery 'Chatter Matters' week so that they learn more about the importance of communication and are encouraged to continue this at home. They bring in items to support children's learning, such as cultural artefacts, and they are invited to help with the activities so that they see how their children learn from their play. The highly successful and well focused partnership with parents means that they are fully involved in their children's learning in many different ways. Progress checks at age two involve a sharing of information between the nursery, parents and other professionals, where this is applicable, so that a complete picture of each child's progress is obtained. This information shows whether or not there is a need for early intervention to close gaps in children's learning or whether they need further challenge.

Each area of the two rooms is colourful, exciting and welcoming so that children are drawn to explore trays or containers full of fascinating toys and natural objects, such as fir cones, shells, feathers, stones and bark. Children are extremely imaginative in creating scenarios with these resources. Their curiosity is fully engaged as they are provided with magnifying glasses with which to examine the objects. The skilful interaction of staff means that they make comparisons between rubber creatures as they count their legs and notice other similarities and differences. Children are all highly motivated and enthusiastic in trying new activities through the skilful encouragement of staff. Each child's key person knows them very well, so they use their interests to engage them in a wider range of activities, through which they gain different experiences. For example, if a child enjoys being active during the forest schools activities, but does not often choose activities in the number area indoors, then staff include a range of mathematical skills in the child's outdoor learning. This ensures that children's development is extended in all seven areas of learning.

Two- and three-year-old children enjoy exploring technological equipment which records their voices. Staff teach them how to use the 'talking tins' so that they listen to their own voices and identify those of other children. They are challenged extremely well, as this requires practice and perseverance and also gives children the confidence to use the computer, microphones and other equipment independently. All children enjoy using percussion instruments and taking part in music and movement sessions in the school hall. This prepares the pre-school children very well for school, as they know they need to listen attentively and follow instructions. Children develop their physical skills particularly well through a great many exciting activities, including forest schools, where they climb trees and have space to run around and explore. All children have a vast range of opportunities to make marks in the many role play areas and planned activities. Pre-school children are exceptionally well prepared for school, as staff work very closely with the reception teachers to plan early reading and writing activities. Many children are able to write their names and other familiar words and they know the sounds and letters. Children learn mathematical skills extremely well through counting, recognising the numbers in the date or in the bank role play area. All children consistently demonstrate the characteristics of effective learning and are expertly supported and encouraged by staff so that all learning experiences are maximised and no opportunities are missed.

Children with special educational needs and/or disabilities are extremely well supported through working closely with parents and many other professionals and outside agencies, such as a speech therapist or educational psychologist. Children's home languages are celebrated and staff ask parents to share basic words in their language so that children's needs are met. Labels in these languages are displayed in the nursery and other children extend their learning about the wider world in this way. Children learn about many festivals and cultures throughout the year, such as Christmas, Easter, Diwali or Chinese New Year, so that they recognise similarities and differences in the wider community.

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

Staff are highly skilled and sensitive in helping children to form close bonds with their key persons. Each child has two, in case one is off sick or on holiday. This means that children do not become unsettled during their absence and they feel exceptionally secure in the nursery. Parents and staff work closely together while children become familiar with the nursery when they first start. Parents may stay with children as long as they wish to ensure they are completely secure. Children bring in photographs of their families and friends to share at nursery, which provides a link with home and makes them feel settled. Staff give the highest priority to children's safety and comfort.

The toilet and nappy changing area is open at each end so that staff can see or hear easily in the event of a child getting stuck in a toilet cubicle. Children's allergies and their session times for the day are written clearly on a board in each room. This means staff are aware which foods they must avoid and can check which children should be present when

moving around the building. Children's transition to school is greatly eased as the nursery is located within the school building, with which children are already familiar. They join in play sessions with the reception classes in the summer term and with a teddy bears' picnic and some physical education lessons. This means that children feel secure, as they know the teachers and some of the children before they move up to school. Staff provide school uniforms for children to dress up in and they discuss what they will do at school to allay any worries children may have and answer their questions. The two nursery rooms are separated by a partition and children have lunch together, so younger children are already familiar with the pre-school room when they move into it.

Children's behaviour is excellent and they show high levels of self-control during their activities as they listen attentively and move around the hall safely during a music and movement session. Children have an excellent understanding of how to manage risks safely, particularly through their forest schools activities, in which they climb trees and explore the environment with effective supervision. They are developing their independence extremely well through their own choices of activities and resources and in their personal care routines. Children are taught how to keep themselves safe as they are shown how to use tools safely and they practise road safety. They know that they may hurt themselves or another child if they run indoors and that a biscuit they drop on the floor must be put in the bin as it will have germs on it. Children learn to make healthy food choices, as they grow, prepare and eat organic fruit and vegetables. They are provided with fruit and other healthy foods at snack time and know what happens to their bodies during exercise. They learn that they need to drink water throughout the day, especially after their movement sessions, and many planned activities focus on care of their bodies. Parents are given useful information on healthy eating and lifestyles so this may be continued at home so that children's learning is enhanced and extended effectively.

Children are kind and thoughtful towards each other, such as when a two-year-old child gives another child a tissue, or pre-school children pass the plates to each other at snack time. They all tidy up willingly and the pre-school children are allocated an area to tidy and are asked to choose other children to help them. This gives them responsibility, which they really enjoy. Children are praised for their achievements and given stickers, which gives them very high self-esteem and develops their confidence. Children's ideas and opinions are highly valued by staff and many activities are planned as a result of children's requests or ideas. For example, they show great interest in the building work in the school grounds, so a large tray is set up in nursery with toy diggers, sand, wooden blocks and bridges. This makes children feel valued and engages them in their learning.

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

The leadership and management in the nursery are inspirational and highly effective in driving improvement in all aspects of the provision. The manager and the officer in charge monitor planning and staff performance exceptionally well through regular observation

and supervision of the activities. They discuss areas for improvement with staff and target sharply focused training and professional development as a result. This means that there is continuous improvement in the quality of teaching and in children's learning experiences. There is scope to build on the excellent programme of training and professional development already in place to continue to extend challenges and experiences for children.

The manager regularly checks children's progress records and discusses with staff how they are planning and implementing each child's next steps in learning so that children make rapid progress. Several members of the management committee are teachers, so they provide a valuable contribution to the monitoring of the provision through their sharing of knowledge and skills, as does the local improvement advisor. Although, as the nursery provision is of such high quality, her visits are now infrequent. All staff are highly motivated in their drive to improve children's progress and their experiences at nursery.

Highly effective self-evaluation includes the opinions of all staff, parents and children. Parents fill in questionnaires and speak to staff daily, so they make suggestions for improvements if they wish. Children enjoy looking at their learning journals with staff and discuss activities they particularly enjoyed or suggest ideas for other toys or things they would like to do. This means that areas for improvement are identified and acted upon so that children continue to receive exceptionally high quality learning experiences. Each member of staff has their own area of responsibility in the nursery, which helps them to focus on specific improvements, with excellent support and guidance from the senior staff.

The policies and procedures regarding the safety of children are of the highest quality. Every aspect of child protection and safeguarding is passed down to all staff and is monitored extremely effectively by the manager and senior staff so that the practice reflects the written policies. Rigorous checks are made to ensure that all staff have a thorough understanding of the procedures and that they are confident in voicing any concerns they may have and who to contact in the event of this. This means that children's safety is given paramount importance. The premises are very secure and all staff have recent safeguarding training so they are aware of dangers and are competent to carry out highly effective daily risk assessments. Detailed information on children's safety is provided for students and parent helpers and the manager ensures they understand the guidance and work under the supervision of other staff at all times. Robust recruitment procedures ensure that all staff are suitable to work with children.

There are excellent partnerships with other professionals and local early years providers. Information about children's achievements and well-being are shared with their other settings and childminders so that they receive continuity of care and their learning is complemented. Excellent links with the school staff in the same building as the nursery mean that children's progress records are passed on when they start school. There are discussions between nursery and school staff so that children's needs continue to be met once they leave the nursery. Ideas and best practice are also shared with the school staff and other providers.

### **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 action. 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

<b>Unique reference number</b>	EY453344
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	883433
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	50
<b>Number of children on roll</b>	78
<b>Name of provider</b>	Milby Nursery and Kids Club
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02476 343161

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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, which are usually the childminder's 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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