

Millfield Community Nursery

Hat Road, LEICESTER, Leicestershire, LE3 2WF

Inspection date

Previous inspection date

07/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Good partnerships with parents and school have been formed. Information about children's progress is effectively shared with parents. This supports their transition to school.
- Children make good progress in their learning because staff monitor their development closely and evaluate the curriculum and strive for improvement.
- Staff are skilled at allowing the children time to answer and they give them uninterrupted time to explore and play and the freedom to become deeply involved in their choice of activity. This helps to create a positive approach to their learning.
- The key-person system is fully embedded. Staff support their children in small groups, such as show and tell activities to promote their communication and language. As a result, children's individual needs are well met.

It is not yet outstanding because

- The outside area does not include regular opportunities to explore and investigate messy activities, such as, mud, sand or water.
- Staff do not provide adequate space for children to use if they select their own toys.

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.

Inspection activities

- The inspector had a tour of the setting.
- The inspector observed the children inside and outside.
- The inspection spoke to children, staff and parents.
- The inspector looked at policies, procedures and documentation.

Inspector

Samantha Faulkner

Full report

Information about the setting

Millfield Pre-school was registered in 1997 and re-registered in 2013 on the Early Years Register. This was due to a change of premises. It operates from a purpose built building in the grounds of Millfield L.E.A.D Academy, Braunstone, Leicester. The pre-school have use of a room, toilet facilities and kitchen. There is an enclosed outdoor play area.

There are six staff who work with the children, all hold recognised early years qualifications. The setting cares for 30 children, all of whom, are in the early years age range.

The pre-school operates every weekday during term time only. Sessions are from 8.50am until 11.50am and 12.15pm until 3.15pm. The pre-school serves families from the surrounding district and is able to support children with learning difficulties and/or disabilities.

What the setting needs to do to improve further

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

- develop the outside area to increase the learning opportunities for children to explore and investigate
- provide space for children to explore self-selected resources so that they develop some ownership of their play.

Inspection judgements

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

The setting offers a warm and welcoming environment for both children and parents. It is thoughtfully organised and offers a range of activities and resources indoors. Children enjoy playing inside, pretending to be soldiers and then teachers. The children are extremely confident and involve staff in their games, asking them to sit down while the children use the whiteboard and pens to give a lesson. As a result, children's communication and language is well supported and children demonstrate a good range of vocabulary. The outdoor area is accessible, allowing the children to free-flow between play spaces. However, the children do not have enough opportunity to explore and investigate with messy activities such as, mud, sand and water and as a result, miss out on additional learning opportunities to enhance their play and exploration.

Staff carefully plan the educational programme. They involve parents and other settings in each child's starting points, gathering information about what children can already do, their interests and styles of learning. Meaningful and detailed observations are recorded by all staff, which informs detailed planning for all children's next steps in learning and development. All steps are taken to support children with English as an additional language. Staff take the time to involve parents by asking how to pronounce key words and provide resources and books to support children's language development. Additional visual aids are used throughout the day and small communication group activities are provided. For example, four children are supported by a member of staff. They choose a colour balloon and are supported by other children to use mathematical language, such as, 'faster' and 'bigger' as they blow it up. Each child then pinches the top of the balloon and counts to three before letting it go, watching the balloon whizz through the air. The children are extremely well engaged during the activity and have fun. As a result, children's communication and language is extended and their confidence supported through positive praise and highly effective body language. As a result, children make good progress, in relation to their starting points.

Staff all have a comprehensive knowledge of the Early Years Foundation Stage, they are able to confidently describe how children learn and how they adapt activities to support individual children. For example, a child explores how to use the sticky tape wheel for cutting the tape and experiments, firstly, by sticking small bits of paper together. Staff identify this learning and support him further by providing more sticky tape in other areas of learning. As a result, the child is engaged in his learning and quickly moves his activity to the floor, as he tells staff 'the table is not big enough'. The child is able to think through problems and is supported by well-informed staff to solve them himself.

Children are well supported for their transition to school. The setting is purpose-built and is located next to the reception class in the grounds of Millfield Academy, as a result, children from both classes play outside, separated by a low-level fence. Children enjoy talking to their friends and watching the lovely activities they play with their teacher. The pre-school further supports this attachment by inviting teachers in to the setting daily and speaking to the children where she offers advice and support to children to help them in preparation for school. As a result, children from the setting settle very well and are motivated and interested to continue their learning in reception class.

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

The key-person system is fully embedded. Parents are well informed of who their child's key person is and staff support their children in small groups, such as, show and tell and social communication activities to promote communication and language. As a result, children feel supported in their secure attachments with their key person. Children are taught how to stay safe by skilful staff, they learn to use scissors and spreading knives safely and how to take appropriate risks. For example, children construct obstacle courses with crates and wood and staff ask leading questions, such as, 'What would happen if?' and 'How could you make it safer?'. The children learn to think critically and find safe solutions in their play. Staff have a positive attitude to behaviour management, getting down to the child's level and carefully explaining the consequences of actions. They keep

children safe by reminding them about good behaviour inside the setting, such as, no running or pushing children also add to these rules with some of their own. Consequently, the behaviour of the children is good. Children use spreading knives at snack to cut their fruit, they all handle them safely and confidently, they explain to staff how to hold them. They are supported to pour their own drinks and put on their coats and shoes. Children use a step to be able to reach the pegs to hang up their belongings and find their names on laminated cards for self registration. As a result, all children are confident, independent and motivated to learn.

Good partnerships with other settings and schools ensure that children have a smooth transition. Staff provide written information, with parents consent, about children's learning and next steps in their development. This enables other settings to deliver a consistent approach to teaching, alongside what the staff do. This also supports children's personal and emotional development.

Children are presented with purposeful resources which provide a good level of challenge appropriate to their age and stage of learning. There are real-life pieces of equipment to enhance play, such as, telephones, torches and cameras. This creates a more realistic learning environment. Staff deployment is effectively organised, children are supported in their own imagination play while other staff lead more focused activities. This good balance ensures that all children have equal opportunities for learning and achieving their next steps in learning. However, staff do not leave an empty space inside for children to use if they select their own toys and games.

Children have lots of opportunities for physical exercise and healthy eating. Staff teach them about good foods to eat and the importance of a balanced diet and exercise. For example, children use the large apparatus in the main school hall and staff use this as an excellent opportunity to prepare children for school by them getting changed for physical education sessions in their final term. This promotes their independence and self esteem. Children also explore the woods within the school grounds and use a favourite story to act out the adventures of a bear. They navigate large obstacles and explore the natural surroundings. At the end of their hunt they pick fresh fruit planted in the allotment and eat them at snack time. The staff use this adventure to create a wonderful wall display that the children use to re-tell their adventure.

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

The manager is fully committed to the care and teaching of the children, she is passionate about the care the staff provide and works in the room alongside the long standing staff team. As a result, the staff team work very effectively together. Teaching is rooted in a good knowledge of the Early Years Foundation Stage and is supported by a comprehensive range of training courses. Staff are encouraged to reflect on training which opens discussions, leading to changes in practice if required. Staff are aware of the signs and symptoms of abuse and are well informed about the procedure to report any concerns. They safeguard children through effective policies and procedures and are knowledgeable about what personal changes they need to notify the manager about. The

setting has a clear whistle-blowing policy and effective systems to ensure camera phones cannot be used inappropriately.

Staff have regular appraisals and supervision, during which time they discuss their own needs and children's individual needs. This is to ensure the early identification of delays in learning, so appropriate support from other professionals can be sought. Staff are knowledgeable and have a broad range of strategies to support children with English as an additional language and special educational needs. They support children who share their care with a specialist school and staff do joint visits with children to meet the other professionals who support the children. This ensures that the children have strong emotional attachments and the staff gain more specialist skills and knowledge to further help children.

The manager carries out peer observations on the staff as an effective method of monitoring practice and reflects back in a sensitive and positive manner. Any areas for improvement are identified and additional training booked, if required. Regular staff meetings help to make sure that staff are familiar with all the children's needs and they support each other by observing all children, not only their key children. As a result, children are observed more regularly and activities can be quickly adapted to meet new next steps. The manager is supported by the Foundation Stage teacher and head teacher who support her with ideas or modelling practice. For example, the head teacher conducts some joint observations to equip the manager with new skills in monitoring. As a result, the manager is continually striving to make improvements.

The manager has a high level of awareness of the curriculum and effective evaluations are on-going. Staff record individual progress onto trackers and the manager uses this information to complete a cohort study of the children which identifies weaknesses in the curriculum or within groups of children. This enables changes to be made, ensuring children make good progress. Parents, staff and children are involved in the self-evaluation and help to inform clear developmental plans. For example, the manager has identified that the outdoor area is weak in providing messy activities and is planning to develop a mud kitchen, giving children new learning opportunities.

Partnership with the school and other setting is extremely strong and staff have a positive attitude to sharing practice and teaching. Staff are skilled at recognising the way children learn, the importance of giving children time to answer and the importance of uninterrupted time to play and explore.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY460605
Local authority	Leicestershire
Inspection number	916784
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	45
Name of provider	L.E.A.D Multi-Academy Trust
Date of previous inspection	not applicable
Telephone number	01162897151

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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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