

Milverton Nursery

Milverton School, 43 Lutterworth Road, Nuneaton, Warwickshire, CV11 4LE

Inspection date

26/09/2013

Previous inspection date

22/11/2012

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

- Children form close relationships with each other and their key person, which helps them feel safe and secure in the nursery. Partnerships with parents, carers and other professionals are strong and, as a result, children make good progress in their learning and development.
- Children behave very well. They play together and develop good friendships. This is because staff support children well through clear explanations and encouragement.
- All staff place high importance on children's welfare and safety. Effective policies and procedures are in place and implemented by staff. This means children are well protected.
- Children choose freely from a wide range of activities, both inside and outdoors. This supports their growing independence. Well-planned, purposeful activity engages children in learning and helps them to make good progress.

It is not yet outstanding because

- Opportunities for children to extend their mathematical development are not fully supported to ensure they make appropriate progress.
- Ways of gathering information from parents, through extending opportunities for them to share children's achievements at home, are not developed to the very optimum to enable staff to enhance children's learning at the setting.

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 observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke with the nursery owners, the manager and staff at appropriate times throughout the day.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion and from written questionnaires sent out by the nursery.
- The inspector completed a joint observation with the manager of a baking activity.

Inspector

Jennifer Turner

Full Report

Information about the setting

Milverton Nursery opened in 2007 and is on the Early Years Register. It operates from a large converted house which is situated close to Nuneaton town centre in Warwickshire. The nursery serves the local area and beyond. All children share access to a secure outdoor play area.

The nursery opens five days a week all the year round, with the exception of Bank Holidays and a week at Christmas. Sessions are from 7.30am until 5.30pm. There are currently 102 children aged from three months to five years on roll. The nursery is in receipt of early education funding 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. There are 23 members of staff who work with the children, all of whom have early years qualifications at levels 2 or 3. There are also four staff employed as support staff. The nursery receives support from the local authority Early Years Advisory team.

What the setting needs to do to improve further

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

- maximise opportunities further for parents to share information about their children's achievements at home, to enhance their learning at the setting
- extend opportunities for children to develop their mathematical skills, by maximising learning opportunities present in all activities.

Inspection judgements

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

The children play and learn in an environment that is busy and purposeful. They clearly enjoy learning through play and they are excited and enthused by their chosen or planned activities. Learning is maximised outdoors as all children use the garden daily for outdoor play. Children make good progress in all areas of their learning and development as a result of the good teaching. This is rooted in the staff's wide knowledge and understanding of the Early Years Foundation Stage and their skills in getting to know the individual characters of the children. They know their children well and plan very effectively around individual interests and abilities to maximise their learning opportunities. Children access resources independently to create their own play, and staff provide some

structured activities, which offers a balanced approach to children's learning. Children learn about food technology while baking gingerbread characters, following a popular children's story they have shown interest in. Staff develop children's vocabulary by teaching them the names of different ingredients. They teach children words to describe the changing texture of the mixture, such as 'soft' and 'smooth'. However, opportunities are missed to extend children's mathematical skills, because staff do not introduce counting, measuring or volume to sufficiently challenge their development. Children wait with anticipation for the sound of the oven timer to tell them when to take the gingerbread out. Children love to explore the texture of the wet sand in the garden as they dig for hidden shells or make sandcastles. Babies enjoy exploring the texture of cornflour, using their senses to explore how it feels between their fingers.

Outside activities are enjoyed by all children in the well-resourced environment. Some children are able to move freely between the indoor and outdoor areas, while babies have regular periods of outside play built into their routine. Children develop good physical skills as they enjoy riding tricycles, using push-along toys and balancing on the large wooden boxes. They learn about the natural world as they play in the digging area, experiencing the feel of soil, water or sand and going on walks to the woods to collect autumn objects. Staff provide good opportunities for babies to develop their physical skills. Staff arrange a variety of soft play apparatus in the garden, which babies climb, crawl through and move in different ways. Babies discover the properties of different materials and everyday objects as they play with treasure baskets, with a wide range of natural objects. They learn about different sounds and instruments while they use a range of musical toys, turn knobs, press buttons and play with small mirrors on the carousel, reflecting light around the room. Children enjoy participating in singing familiar songs. For example, while preparing for lunch they eagerly join in with the actions as they sing a variety of favourite songs and rhymes. Even the youngest children listen and respond with great excitement when looking at books and listening to stories. Writing and drawing materials are easily accessible and children have regular opportunities to become familiar with the written word. For example, on arrival older children self-register confidently, looking for their name and picture label to display to show they are present. Children get regular opportunities to see their names on place mats and coat pegs, and are encouraged and supported by staff to make marks. Consequently, children are acquiring useful skills in early literacy.

Staff have a secure knowledge of how children learn through play and the quality of teaching is good. An effective key person system is used and staff work together to provide a conducive learning environment for children. They ensure the educational programme provides many worthwhile and stimulating experiences to enable all children to make good progress in their learning. For example, the key person closely monitors children's progress to ensure there are no gaps in their learning, through carrying out regular observations. Each child has their own development record which shows their progress and achievements. The information gathered from children's observations is then used to plan developmentally appropriate activities for individual children. Consequently, all children, including those with English as an additional language, have their learning needs supported well to ensure they make good progress in their learning. Relationships between staff and parents are purposeful because of the initial information gathered from parents about their child on entry, which staff use to ensure children's individual care and

learning needs care supported well. Parents know they can look at their child's development book at any time, and some parents are aware they can take them home on a regular basis so they can look at them in more detail. Parents are encouraged to share information about their children's learning, such as sharing what achievements their child has made at home. However, these are not yet fully embedded to promote their child's learning in at home, because some parents are not aware they can contribute to the learning journal. In addition, not enough is done to support parents in their children's home learning. Parents are fully involved in the summary assessments made on their children, particularly the progress check at age two. Staff are aware of parents being active partners in seeking timely intervention from the relevant agencies and professionals if such support was required, to enable a child to reach their full potential.

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

Staff form secure attachments with their key children, which helps to foster children's personal, social and emotional development. Staff are friendly and approachable, and this helps to ensure that close relationships are established between them, children and their families to promote children's individual needs. Effective settling-in arrangements help children to quickly settle and feel secure in their surroundings as parents are invited to stay with their children until they settle. The key person system also supports children when they move groups within the nursery. This is because they receive continuity in their care and learning. For example, babies and toddlers enjoy frequent visits to their next group prior to moving, and effective systems are in place for older children to ensure they are confident and well prepared when moving on to school.

Children's independence is encouraged, with rooms organised to achieve maximum independence. Children's self-help skills are fully promoted, with staff encouraging them to try things for themselves, such as accessing their drinks and helping themselves to snacks. Children experience plenty of activities where they gain a good awareness of potential dangers and learn about safety. For example, they regularly practise fire drills and enjoy visits in the local community. When out walking, children wear high-visibility jackets, learn about road safety and practise crossing the road. Children are developing a good awareness of how to maintain a healthy lifestyle. They have plenty of fresh air and regular exercise to keep them fit. Children learn about the significance of healthy eating, such as discussing which types of food are good for their teeth. Children learn about the importance of personal hygiene, and toilet facilities are easily accessible to all children, encouraging their independent participation in good hygiene routines. Staff work closely with parents to address routines and next steps, such as toilet training, ensuring that the child is ready and aware of the physical indications. In addition, staff are on hand to support children needing additional support when using the toilet. Parents speak positively about how staff support them and work with them by ensuring consistency during the difficult toilet training of their children.

Children are very sociable and their behaviour is good as staff focus on positive behaviour to develop and promote children's self-esteem. This results in an environment where children quickly learn what is expected and cooperate with each other. They enjoy being helpful and are keen to take an active role in the setting. For example, they eagerly help

to put resources away. Children are learning to listen, share and be kind to others, and staff are good role models, teaching children how they can play together harmoniously. For example, younger children are learning how to share and take turns when playing with a favourite toy, such as bikes, while older children are learning how to negotiate and cooperate with their peers. Good support is in place for children who speak English as an additional language. Parents are asked to supply words in the child's home language, and these are displayed within the nursery, to help the child settle and feel a good sense of belonging. This has had a positive impact on parents, who are happy to see their home languages celebrated and valued. Staff support children with special educational needs and/ or disabilities very effectively. For instance, they make visits to observe children in their home environment if parents feel this is beneficial. Staff also work closely with any outside agencies involved in children's care and learning, to provide a consistent approach and ensure they reach their full potential. Teachers from the schools children will move on to are invited into the nursery to meet and observe children before they move into their care, and they share the transition reports.

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

This inspection was conducted as a result of a concern raised with regard to a child's personal hygiene and supervision. The nursery has now put into place effective procedures for ensuring children who require additional help with their personal care needs are supported. Staff ensure that when children use the bathroom they are supervised, while still encouraging their independence. Children's safety is given high priority with staff, who closely supervise children and are vigilant and responsive at all times as they move around the nursery. The manager and her team work hard to ensure all children are supported and their individual needs are met. They endeavour to ensure positive relationships are fostered with parents. All have a good understanding of their responsibilities to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. Staff receive good levels of support and training, and this helps to create a secure working environment where they value each other's skills and abilities, and are fully focused on the needs of the children.

Arrangements for safeguarding children are secure because staff have a good knowledge and understanding of child protection issues as they undertake regular safeguarding training. This means they are able to implement appropriate procedures to protect children from harm. The premises are safe and secure, and the maintenance of the facilities and the management of safety systems are good. Risk assessments, including daily checks, ensure the environment remains safe at all times, with any potential hazards identified and minimised immediately. Effective recruitment and vetting systems help ensure all staff working with children are qualified, experienced and suitable to do so. Induction arrangements ensure new staff clearly understand their roles and responsibilities, and yearly appraisals, regular supervisions and team meetings are used as ways to closely monitor ongoing staff performance. In addition, peer-to-peer observations are in the process of being introduced so staff can take an active role in closely examining and developing their own and each other's practice. Staff are encouraged to continually develop their professional skills with training, both internal and external. This good level of

support means that staff have a secure knowledge and awareness of how to meet the learning and welfare needs of all children.

Arrangements are in place to monitor the quality of the provision with a newly formed management team. Long-standing staff have been given additional management responsibilities. Together the team identify their strengths as well as areas for further development. The nursery's strengths and weaknesses are identified through the use of support from the local authority early years adviser, action plans and self-evaluation. They have plans to develop the outdoor provision to maximise learning opportunities and ensure children receive high quality learning experiences. All of the staff team actively contribute their views and opinions to the self-evaluation process. Children's views are also incorporated, as well as the views of parents. Good partnership working with parents positively contributes to children's well-being and ensures their care and learning needs are supported well. Many ways are used to share and exchange information with parents, such as regular newsletters and emails, highly informative wall displays, including a welcoming entrance hall with a comprehensive range of parent information, and daily handover communication sheets. Parents spoken to on the day of inspection speak highly of the service provided. They say, 'this is a fantastic nursery, my son loves it here', 'they keep me updated about events of the day' and 'I have been working with my son on toilet training and staff have been really helpful nurturing my child and supporting him'. Another parent commented that the nursery has a welcoming atmosphere provided by staff who know their children and families well. Partnership working with other agencies is well established to support children with special educational needs and/or disabilities.

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

Unique reference number	EY346831
Local authority	Warwickshire
Inspection number	933718
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	84
Number of children on roll	102
Name of provider	Milverton School Ltd
Date of previous inspection	22/11/2012
Telephone number	02476387430

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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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