

Margaret MacMillan Nursery School

Margaret MacMillan Nursery, 24 Hoe Street, PLYMOUTH, PL1 2JA

Inspection date

Previous inspection date

10/12/2013

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

- Staff provide excellent support for all children. This is particularly effective for children with special educational needs and/or disabilities or who learn English as an additional language, as partnerships with parents and other professionals are very secure.
- Children thrive in the relaxed yet stimulating environment where children follow their own learning paths and are very well supported by enthusiastic staff. As a result, children are making excellent progress and are becoming motivated and confident learners.
- Children benefit from the extremely well organised and resourced environment that retains its homely feel; staff provide highly professional support while making sure that everyone is included and feels valued.
- Rigorous self-evaluation and monitoring results in a determined ambition to further enhance the outstanding provision.

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 and staff interaction in all areas of the nursery including the outside area.
- The inspector spoke with the children, staff and parents and held discussions with the manager.
- The inspector sampled a range of documents, including suitability records, staff files, children's development records, the safeguarding policy and a selection written records.

Inspector

Anne-Marie Moyse

Full report

Information about the setting

Margaret McMillan Nursery School re-registered in 2013 due to a change in management status. It has been established since 1935. The nursery is operated by a limited company, and has charity status. It runs from a detached Victorian property in the centre of Plymouth. Children aged from three months to five years are cared for on three floors, with access by stairs. There is an outdoor play area for children to use. The nursery is registered on the Early Years Register. It opens five days a week throughout the year, closing for a week at Christmas and a week at the end of August. Sessions are from 8.15am until 6pm. The nursery is in receipt of early education funding for children aged two, three and four years. Currently there are 106 children on roll, all in the early years age range. The nursery supports children with special educational needs and/or disabilities and children learning English as an additional language. There are 22 staff employed to work with the children, all of whom hold relevant childcare qualifications. One member of staff has Early Years Professional Status. The nursery also employs a French teacher, administrators, a cook, a caretaker, two cleaners and a support supervisor. The nursery has completed a quality assurance scheme.

What the setting needs to do to improve further

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

- provide more consistent information for all parents on children's day-to-day well-being and achievements, so parents can talk about what they have done and enhance their child's learning and development further.

Inspection judgements

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

Children are thriving in this very inclusive and welcoming environment. Staff are extremely professional individuals who all work exceptionally well in supporting each child's learning and development. All staff take a pride in their roles and are confident teachers. An excellent range of activities and resources are well organised and offered to children to help them make rapid progress in their learning and development. As a result, children are confident, curious learners who are developing excellent attitudes in readiness for their future learning.

The nursery is beautifully presented and staff make very good use of the environment both inside and out. Children move between rooms and the outside area for various activities and have opportunity to learn according to their own preferences. Staff plan exciting and worthwhile activities and a selection of open-ended resources so children can develop their own play ideas and exploratory learning. For example, children use the soft

play blocks outside to build and create their own constructions on a large scale. Staff support children well in negotiating over sharing the blocks well so that they play harmoniously. Children are captivated as staff provide sensory materials such as cornflakes and a selection of saucepans and sieves for children to spoon, measure and pour the dry materials. Staff are on hand to provide commentary for children and ask open questions of what they are doing and challenge children's thoughts over how to manipulate the materials.

This is well matched with planned adult direct activities such as a rehearsal of the nativity play in preparation for a Christmas performance for family and friends. Children excitedly join in with the singing and acting out their parts, waiting patiently for their turn, and exhibiting good personal control. Staff sensitively direct the children and provide them with high levels of praise, boosting children's self-esteem and confidence. Throughout the nursery staff focus on supporting children's communication and language skills. Staff role model language well, using clear speech and giving children time for their responses. They encourage the babies to babble and repeat familiar words in their home language and link this to the English words. This celebrates children's cultural backgrounds as well as reinforcing their understanding of the English language. Staff organise small group times, so they can focus closely on children communication and language skills and make an accurate assessment of their needs. Staff have excellent links with other professionals. This ensures that any concerns over children's development needs are identified and assessed early to seek appropriate support and intervention. Staff work exceptionally well to implement identified support for children with additional needs and monitor their progress meticulously.

Staff are exceptionally skilful at adapting activities to suit the abilities of the children. For example, staff teach children about mathematics and challenge more able children by posing problems on how to make the scales balance, by counting and calculating how many more items are needed. Other children are involved as they wait patiently to turn the page of the story and follow simple instructions, reinforced with sign language. As a result, all children are engaged and actively involved in their learning, concentrating for a considerable time.

Staff are very thorough in the implementation of systematic observation and assessment procedures. They rigorously monitor children's progress and plan enriching activities to broaden children's experiences and learning. For example, the nursery employs a French teacher and offers ballet lessons for children each week. Planned visits include a trip to the theatre. Staff compile beautifully annotated learning records which show that children are making very good progress towards the early learning goals. These are available to parents at all times and are shared at the twice-yearly parents' evenings. Staff provide very detailed daily feedback to parents of babies on their care and learning achievements each day. However, parents of some of the older children feel that they would like more detailed daily feedback on their children's day. Key staff complete a comprehensive written report on children's progress when they are two years old, which is shared with parents. Staff talk to parents on arrival and departure. The effective key person and buddy key person system promotes some good continuity and information sharing between home and any other settings children attend.

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

Staff know all the children very well. This is a result of the excellent settling-in procedures and the time staff spend with the parents establishing strong links and relationships. Staff discuss with parents any preferences and beliefs they hold, so these are considered in the planned activities for the children. All children have detailed information about home routines and current abilities on entry to the nursery. The highly effective key person system used ensures that children's needs are very well known and respected. Staff nurture all the children to promote trust and security so they feel emotionally secure and thrive. This is shown as babies are immediately comforted by the sight of their key person and respond positively to a reassuring cuddle. Staff have detailed information on each baby's care plans and implement this consistently with home. The clear routines and constant expectations of the staff help children to settle and develop their social skills. From an early age, children are encouraged to be independent and contribute to the everyday tasks, such as clearing away their plates at lunchtime. Older children help younger children spontaneously to find coats and hats in readiness for outside play. Staff teach children how to put on their own coats and do up fasteners. Staff promote a healthy lifestyle to children as they play and learn outside for significant periods during the day. The well-resourced environment offers children opportunity to be physically active and adventurous. Children confidently climb the large slide, developing balance and control as well as following the safety rules for one at a time. A selection of bikes and tricycles enable children to become more proficient at pedalling. They grow in confidence in moving safely around obstacles and other children. Staff organise parachute games to help children to work together to coordinate their actions so that the ball stays in the right place. Babies have a designated safe area where they can freely move and explore the outdoor area, yet see their siblings and friends at play.

Throughout the nursery all staff are extremely respectful and polite to the children, providing excellent role models. As a result, children are learning to be thoughtful, kind and considerate of others' needs. All staff value children's achievements and provide them with high levels of praise. Staff consider children's needs and do all they can to meet these. For example, children's constructions are securely stored until the child is ready to dismantle it themselves. This allows children to create complicated and detailed constructions over a number of days or weeks, so they become immersed in their own designs and ideas.

All areas of the nursery are impeccably well maintained and organised. Children's safety is a priority for everyone and all staff vigilantly monitor children. Staff quickly notice if shoelaces are loose, explaining to children why this is dangerous. Staff quickly take up their designated role in monitoring how children use the stairs and steps to the garden teaching them how to hold on to the rail as they descend. Fire evacuations are regularly and effectively practised so that everyone is familiar with the procedure. Children know why they do this, contributing to managing their own safety. Staff have designated duties and check lists are made to ensure that all equipment and checks have been made so everyone is accounted for. Children follow good hygiene routines, with nappies changed sensitively and appropriately. Children know to wash hands and take a personal pride in

cleaning their own faces after eating. Meals are very appetising and nutritious. The nursery employs its own cook who prepares a varied menu using locally supplied foods. Children are involved in taste panels to decide on any changes to the menu. Children's dietary and cultural needs are very well met. Healthy options are provided for all meals. Party foods include vegetable sticks and fruit which children choose to eat, along with home made cakes. At meal times, children sit and eat well in social groups. Staff eat with the children providing guidance on using cutlery appropriately and developing social conversations. Children talk about what foods are good for them and eat very well, asking for seconds if they are still hungry.

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

Staff are extremely conscientious and have excellent understanding of their own designated roles, taking pride in being part of a highly effective team. Each staff member is confident and has a thorough understanding of the policies and procedures which underpin the exceptional practice in the setting. All staff understand the importance of safeguarding children's welfare and their roles in identifying and reporting any concerns. Robust recruitment and suitability processes are in place to assess and continually appraise staff suitability.

The senior management team provides strong leadership to the staff and establishes high expectations which are rigorously monitored. This ensures that all the care and learning requirements of the Early Years Foundation Stage are securely met. As a result, children's learning and development is particularly well supported. This is especially comprehensive for children who require additional help and support, with staff liaising closely with other professionals involved with the children. Staff effectively develop strong partnership with parents, and keep them very well informed through newsletters and individual guidance. Parents' views are frequently sought and considered when staff evaluate the provision. Parents give enthusiastic praise for all the staff and recognise how lucky their children are to attend their 'wonderful' nursery. Parents feel confident to ask staff for advice and support on all aspects of their children's development. This includes support for parents as they prepare for the move onto school. Staff support parents throughout the process and help ease the transition for the child by liaising with the new teachers so children settle well.

Continual monitoring by the management team and peer supervisions ensures that all staff maintain high standards of professionalism and integrity. Staff are supported to continue their professional development by attending further training. Managers continually review the supervision systems so that all staff receive higher levels of guidance and coaching to finely enhance their already strong practice. Comprehensive self-evaluation systems demonstrate that staff do not become complacent and constantly strive for improvements.

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	EY461348
Local authority	Plymouth
Inspection number	922942
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	63
Number of children on roll	106
Name of provider	Margaret McMillan Limited
Date of previous inspection	not applicable
Telephone number	01752 664 884

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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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