

Milestones Day Nursery

Milestones Day Nursery, Tongue Lane, LEEDS, West Yorkshire, LS6 4QE

Inspection date

07/01/2014

Previous inspection date

24/09/2012

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

- Practitioners are confident in their teaching and provide children with a good range of activities that capture and sustain their interest. Consequently, children make good progress in their development.
- Children's transitions into the nursery are managed very well. They are made to feel very welcome by practitioners, and as a result, they soon settle and feel confident in being away from their parents.
- Children are confident in the nursery environment because they know what is expected of them. As a result, they behave well and become independent individuals who make their own choices and decisions.
- Positive relationships with parents and carers are developed through effective induction arrangements and frequent communication. This means information is continually gathered and exchanged, which benefits each child's ongoing care, learning and development.

It is not yet outstanding because

- Children do not have sufficiently rich opportunities to see numbers in their environment and use them in context in their play.
- There is scope to develop the ongoing provision of resources in the red room that support children's understanding of simple information and communication technology.

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 had a tour of the premises and observed children playing in all the playrooms and two of the outdoor areas.
- The inspector met with the owner/manager and spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector undertook a joint observation of an activity with the owner/manager that involved a small group of children and a member of staff using a matching game.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Diane Turner

Full report

Information about the setting

Milestones Day Nursery was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It had a change of ownership in 2003 and is owned by a private provider. The nursery operates from a single-storey building that is situated in the grounds of St Urban Primary School in the Meanwood area of Leeds and is accessible to all children. Children are cared for in three rooms and there are enclosed areas for outdoor play.

The nursery employs 24 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3, six at level 2 and one at level 4. The owner/manager has Early Years Professional Status. There are also two cooks employed. The nursery opens Monday to Friday all year round from 8am until 6pm, except for bank holidays and the week between Christmas and the New Year. Children attend for a variety of sessions. There are currently 92 children attending who are in the early years age group. 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.

What the setting needs to do to improve further

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

- enhance the opportunities for children to see and use numbers in their environment, to further support their mathematical development, such as making number lines, labelling and signs available for reference and encouraging children to use them in their play
- strengthen the opportunities for children in the red room to use information and communication technology on a consistently regular basis by increasing the range of resources available to further support this aspect of their learning.

Inspection judgements

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

Practitioners have a good knowledge and understanding of how children learn and are confident in their teaching. They make clear links between observation, assessment and planning. This means children's individual development needs are accurately identified and activities carefully planned to support these. Consequently, children make good progress towards the early learning goals and are ready for school when the time comes. For example, practitioners working with babies fully understand that very young children learn

through using their senses. To support this they provide a mix of cornflour and water so children can freely explore the texture and properties of this with their hands and feet and develop their small muscles at the same time. For example, an older baby delights in placing their hands in the mix and shaking this off their fingers. The baby shows curiosity as it splashes on their leg and as it dries to a powder the baby jumps up and down to try and remove it. The baby giggles as the baby does so and says 'Oh'. This shows children make discoveries and links while having fun in their learning.

Good attention is paid to promoting children's development in communication and language. They have daily opportunities to join in with songs and rhymes, so they build up their vocabulary through repetition. For example, even though some babies do not have all of the necessary words they enthusiastically match their movements to songs, such as 'wind the bobbin' as they point to the ceiling and floor at the correct time. This shows they are beginning to think critically. Older children join in with songs, such as 'Baa, baa black sheep' with gusto and delight in singing 'happy birthday', to acknowledge and share their friend's special day. Practitioners skilfully ask children open-ended questions and give them time to reply, to promote their thinking skills. For example, during a matching game a practitioner gives children clues as to what picture may be on each card, rather than just showing them this. This means children sustain their interest and concentration as they wait in anticipation to see if they have given the correct answer. Throughout the game the practitioner encourages children to count how many cards they have matched on their card, to successfully bring in mathematical concepts. However, children have few opportunities to observe and use numerals in their environment, to further support their counting skills and number recognition. Practitioners make good use of observation and assessment to monitor children's learning and keep parents fully informed of this. For example, children's development records are available for them to view at all times and consultation sessions are held for discussion with key persons. Parents are asked to share their observations of their children's learning at home. For example, they can e-mail photographs of activities they have been involved in as a family. This means practitioners have a holistic view of children's learning which helps them to successfully plan for their next steps. Parents state that they are very pleased with their children's progress in the nursery.

Children are provided with a good range of resources overall to support their learning. These are presented at their height so they are able to make independent choices and direct their own play. For example, an older child confidently selects blocks and uses these imaginatively to make a 'birthday cake' in order to replicate the real item she had shared earlier in the day. Resources to support children's understanding of information and communication technology are available, such as programmable toys. However, children in the red room do not have use of these on a consistently regular basis, which means this area of their development is not supported as well as it could be. In addition to manufactured resources, practitioners also provide children with a range of recyclable items that can be used in open-ended ways. They give children time to explore these for themselves, so they learn to be creative and develop and test their ideas. For example, a young child sustains their interest for a good amount of time as the child carefully paints small boxes and tubes. The child delights in describing how they have made a rocket. The practitioner praises the child's efforts and sensitively suggests how the child could enhance their creation by decorating this with pieces of shiny paper. The child takes this on board

and proudly says the finished item is for their parent. This shows children learn to have faith in their abilities and develop an 'I can do attitude'.

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

Children's transitions into the nursery are managed very well. For example, settling-in visits are arranged which give them the opportunity to become familiar with their surroundings while the room leader carries out a comprehensive induction with their parents. This includes gathering as much information as possible about children's individual needs and discussing any special dietary needs with the nursery cook. This means care can be provided that is consistent with children's home life. When children start the placement observations are made to help identify a key person for them based on their interaction with practitioners. This means close bonds are formed, which provides a strong base for children's learning and development. All children and parents are warmly welcomed on arrival and any new children are introduced to the rest of the room, which helps them to start forming new relationships and friendships. Children who speak English as an additional language are supported well. For example, practitioners learn key words to aid communication. As a result, children are very secure in the nursery. For example, older children, including those with special educational needs are confident to stand up individually in front of the group and sing or mouth songs. Their efforts are acknowledged with pleasure by both practitioners and their peers, which demonstrates a very inclusive and family orientated approach. Children have good opportunities to extend their learning in the local environment which enables them to broaden their knowledge, further preparing them for school. For example, they regularly visit a park, community farm and a museum. Parents are invited to bring their children to such events if they do not normally attend on that day, so they do not miss out on the learning experience.

Children's behaviour in the nursery is good because practitioners give clear messages about what is and is not acceptable. For example, they sensitively support older babies to learn to share resources as they play. This encourages positive relationships and supports children to understand consistent boundaries within the nursery from a young age. Consequently, as they mature children develop a strong sense of what is right and wrong. For example, an older child reminds another not to take too many peas at lunch time; the child then passes the dish to a less confident child. This shows that children learn to be considerate towards others and develop into responsible and caring individuals. Practitioners expect children to be capable and provide good opportunities for them to develop their independence, at lunch time older children serve their own vegetables. This gives them confidence in their own abilities and raises their self-esteem. Children develop a good understanding of how to keep themselves safe. For example, they sit at the table to eat and practitioners explain safe practices to them, such as putting hot dishes out of children's so they do not burn themselves.

Practitioners promote children's good health very well. For example, the nursery cooks have undergone the necessary food hygiene training, which means meals are prepared safely according to recognised guidelines. Staff follow good hygiene procedures during their everyday routines, such as promptly cleaning tables and floor surfaces after mealtimes. This means the environment is maintained to appropriate standards of

cleanliness. Children of all ages have 'free flow' access to the outdoor areas, which means they are able to make choices about where they play. Children enjoy being outdoors, which means they benefit fully from lots of fresh air and develop their physical skills as they are supported by practitioners to use a variety of equipment. For example, one very young child delights in their achievement as the child holds on to a practitioner's hand and succeeds in climb up and over a line of soft play shapes. Children enjoy well-balanced and nutritious meals, such as, sausage casserole and vegetables for lunch, which means they are well-nourished. Children with special dietary needs are provided with suitable alternatives. Practitioners provide good support and guidance at mealtimes which means children develop a positive attitude towards healthy eating. For example, one practitioner describes the sausage casserole he brings to the table as looking 'very nice' while another praises children for eating their food and describes how they will develop strong muscles as a result.

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

The inspection was carried out after a visit was conducted by Ofsted following which a notice to improve was issued requiring the provider to ensure a Disclosure and Barring Service check is in place for every person who works directly with children. The owner/manager took prompt action to address this. On the inspection it was found that all practitioners except two, who have recently been appointed, have the necessary check in place. Checks have been requested for those practitioners new to the nursery and they do not currently have unsupervised access to children. In addition, they have signed to a document to confirm they understand the restrictions of their role currently. Practitioners have a good understanding of their roles and responsibilities in terms of child protection issues and know to whom they should refer any concerns about a child or the practice of another adult. This means children are well-protected. The nursery is safe in all areas because risk assessments and daily safety checks are carried out to minimise hazards. The premises are kept secure for example, there is a coded entry system on the main door, along with a close circuit camera which means there is no unauthorised access to the building.

The deployment of practitioners is effective, with a good spread of those qualified to level 3 or above in all rooms. Adult to child ratios are maintained above the minimum requirement, with the owner/manager and her deputy available to provide cover where necessary. Students on placement are not included in the ratios but provide additional support. This means children are supervised well in their play and learning. The arrangements for monitoring the performance of practitioners are fully embedded. Induction procedures are thorough and regular supervision sessions and an annual appraisal meeting are held with the owner/manager. At their appraisal practitioners are asked to complete a declaration regarding their ongoing suitability to work with children and any further training needs are identified. Courses are then sourced, which means practitioners continually hone their skills and progress professionally.

The arrangements for monitoring and evaluating the quality of the service are good. Children's learning is assessed on entry and a tracking sheet maintained throughout their

time in the nursery. Meetings between management, room leaders and key persons are also used effectively to discuss the progress of individual children. These along with the required progress check at age two enable management to identify any gaps in the educational programmes and to support practitioners in addressing these. This means each child is supported to reach their full potential. A self-evaluation document clearly shows that the management team has a good understanding of the nursery's strengths and areas for development. Practitioners can express their views of the service at team meetings and the views of parents and children are actively sought. This means their opinions help shape the service. For example, at the request of one parent the period when breakfast is offered has been increased to meet the family's care needs. When new items of food are introduced at mealtimes children are asked to 'vote' to express their like or dislike of this. Their opinion is taken into account by the cook when drawing up future menus. Consequently, the nursery's capacity for continuous improvement is good.

Parents receive good information about the nursery when the placement begins and on an ongoing basis through daily discussion and newsletters. Parents' comments about the nursery are very positive. For example, they say they find practitioners friendly and approachable and praise the owner/manager's flexibility in meeting their care needs. The nursery has strong links with external agencies to ensure children with special educational needs and/ or disabilities receive tailored support. For example, speech therapists visit the nursery to work with children and their key person. Links with schools children will move onto are positive. For example, where possible teachers visit the nursery to meet the children in a familiar environment before they move into their care. This means children are supported well to manage such changes in their lives.

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	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	EY273848
Local authority	Leeds
Inspection number	945542
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	92
Name of provider	Childcare Strategies Ltd
Date of previous inspection	24/09/2012
Telephone number	0113 2957677

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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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