

Miles House Day Nursery

Miles House, Dunsford Place, BATH, BA2 6HF

Inspection date

06/08/2014

Previous inspection date

03/03/2010

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend	2
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The quality and standards of the early years provision

This provision is inadequate

- The temperature of the building is not maintained at a suitable level, which has a significant impact on children's safety and well-being.
- Some change-over times between activities and daily routines are not always well organised.

It has the following strengths

- The key person system is very effective in helping children make secure attachments, which means children settle quickly and feel safe.
- Children are happy and well-motivated to learn because the educational programmes are exciting and based on children's individual interests and needs.
- The management team effectively monitor staff performance, which results in targeted plans to ensure continuous improvements in the quality of teaching and learning.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspectors observed activities in the playrooms and outside area.
- The inspectors held discussions with the managers, staff, children and parents.
- The lead inspector undertook a joint observation with the nursery manager.
- The inspectors sampled a range of documentation, including children's records, attendance registers and complaints log.
- The inspectors took into account the views of parents spoken to on the day.

Inspector

Michelle Tuck and Mary Daniel

Full report

Information about the setting

Miles House Day Nursery opened in 2009 and is part of the Child Base company which owns a number of settings in different areas of the country. It operates from a converted Georgian house in the centre of Bath. The nursery is open from 7.30am to 6.30pm for 52 weeks of the year. Children are cared for on all four floors of the building and are grouped according to age. They have use of 12 rooms, including a babies' sleep room. They also have use of a large enclosed rear garden. There is no lift on the premises. Meals are provided daily from the on-site kitchen. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 144 children in the early years age range on roll. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years.

The nursery employs 23 members of staff who work with the children. The manager holds a level 6 qualification in Early Years and one member of staff has qualified teacher status. Of the other staff one holds a level 6 qualification, 17 are qualified to level 3 and three are unqualified. In addition there is an administrator, a gardener, a handyman and two cooks.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the temperature of the premises is maintained at a suitable level so that the environment is safe and fit for purpose.

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

- review the organisation of change-over times between activities so that children remain focused and do not become distracted.

Inspection judgements

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

Staff carefully plan and provide children with a very good range of stimulating and challenging experiences, which are based on their interests and meet their individual needs effectively. Children actively explore and investigate their environment, they particularly enjoy outside play. They spent a lot of time outdoors during the inspection and therefore the high temperatures indoors did not have a significant impact on children's learning experiences. Indoors, children engaged in quieter activities to reduce over-exertion in the heat. During an activity in the garden children were asked what they found

when digging in the soil. Staff used open-ended questions effectively to encourage children to talk about what they found and extended their learning by introducing words, such as 'woodlouse'. Staff supported the children's interest and inquisitiveness through talking to them about the trail the snail left behind as it moved. They used words, such as big and small, as they compared the size of the snail to the size of the woodlouse. This supported children's understanding of the world and their mathematical development as they began to use the language of size as they make comparisons.

Children played well alongside one another as they moved the play animals in and out of the water, and used language well to describe what they were doing. Children used their imaginations well as they worked cooperatively to build a fire engine from construction resources. They used their problem-solving skills to fit the planks of wood together as they pretended to put out the fire. They actively engaged in role-play as they pretended to feed the dolls and took them for a walk around the room before putting them to sleep in the quiet corner. This shows that staff support children's personal, social and emotional development well which encourages their participation in activities. However, the organisation of some change-over times and routines, particularly around the lunchtime period are not as well managed. For example, children can be waiting for longer periods than necessary for their lunch. In addition, staff sometimes call children out of the story session for nappy changing which disrupts their enjoyment and concentration.

Babies have good opportunities to investigate and explore natural resources. During an adult-supported activity babies shared lots of warm interaction and eye contact with staff, who responded to their sounds and early attempts to form words. This type of interaction effectively supports children's early communication and language skills. Babies are encouraged to use their senses to handle and feel different materials. They placed a shell to their ear and staff asked them if they could hear the sea. They giggled when a member of staff said, 'I can see you', as they put chiffon material over their head. They thoroughly enjoyed the cuddles they received, and showed their delight by smiling happily. Staff discuss children's routines, such as nappy changing and sleep routines, with parents. This enables them to effectively support these in the nursery.

Overall, the quality of teaching is good. Staff regularly observe the children engaged in activities and use these observations to plan for children's next steps in their learning. They effectively monitor the delivery of the educational programme and carry out the progress check for two-year-old children, which they share with parents. Parents are actively encouraged to give their feedback on their child's progress and contribute details about any achievements from home. This enables staff to effectively identify children's skills, abilities and any gaps in their learning. As a result, they use this information to track children's progress, plan for future development and put in place targeted plans to narrow any identified gaps in learning. This means that staff monitor and extend children's learning and progress effectively.

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

Children are very well settled and confident in the nursery. There is an effective key person system in place, which supports them to build strong relationships with the staff. Key persons get to know children's individual interests, needs and characters well. Consequently, these secure emotional attachments help children to feel safe and develop confidence and independence. Staff spend time gathering information from parents regarding children's individual needs, interests and abilities when they first attend the nursery. They use this information well to help children settle, which further supports their physical and emotional well-being.

The staff effectively support children's understanding of how to keep themselves safe. For example, children walk in a line, one behind the other and hold onto the banisters as they go down the stairs to play outside. Children receive daily opportunities to benefit from fresh air and play outside. They are well supported to take turns on equipment to develop their physical skills. They learn how to climb safely, balance and to negotiate wheeled toys. Children have easy access to a wide range of resources which staff use effectively to promote good learning both inside and outdoors. Many of the resources are stored in low-level storage units. As a result, children enjoy making decisions about their play and their independence is actively encouraged.

Although the staff provide a welcoming environment for the children, the temperatures in the playrooms and particularly the room where babies sleep are not suitably monitored or maintained. This means that children's health is at significant risk and that the premise is not fit for purpose. The management have identified the high temperatures and have followed the advice overall of the company's Health and Safety Officer to try to resolve the issue. This includes turning off unnecessary lights, using blinds and curtains to keep rooms cool. Staff ensure that children have fresh drinking water available at all times and offer water play activities daily. However, the temperatures still remain significantly high and some children were seen with flushed cheeks. The risks for the safety and welfare of sleeping babies are of serious concern. The recommended room temperature for sleeping babies is 18 degrees C. The thermometer in the sleep room showed 27 degrees C, throughout the day.

Children are provided with healthy, nutritious meals and snacks, freshly prepared on-site by the nursery cooks. Children are encouraged to try a little of each food to broaden their eating experience and take it in turns to competently serve themselves and pour their drinks. Mealtimes are sociable occasions, when the staff sit with the children and engage them in conversation to further extend their learning and understanding. For example, children talked to the staff about how lucky they are because some children do not have any food or water. This shows that children are aware of differences and are beginning to show empathy to others, which strengthens their understanding of the world.

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

This inspection took place because concerns were raised to Ofsted about the adult-to-child ratios, assessment, key persons and child supervision. In addition, there were concerns

about staff deployment, safety, premises, general information and record matters and complaints. The inspection found that the adult-to-child ratio is suitably maintained at all times. The management have a clear understanding of their responsibility to deploy staff to meet children's needs. There are clear systems in place to ensure that suitable additional relief staff are employed when necessary. In addition, extra staff are routinely employed over the lunchtime period, which helps to maintain the correct ratios at this busy time. Staff are given time during the working week to update children's assessment records and learning journals. Observations and assessments are completed regularly and children's learning journals show that they are making good progress. Evidence gathered at the inspection found that children are always well supervised and deployment of staff is effective overall. The management and staff carry out regular risk assessments on the premises, garden and for any outings that they take with the children. This includes daily opening and closing checks to ensure that the premises are well maintained. For example, staff have identified, due to general wear and tear, that carpets need replacing. However, the temperatures in the playrooms and baby sleep room are very high and these are not monitored or checked regularly. The action taken by the provider to reduce room temperatures is not effective. As a result, children's health and well-being is compromised. This is a breach of the Early Years Register requirements, and of the associated Childcare Register. There are appropriate policies and procedures in place, including written procedures for dealing with concerns and complaints from parents. An effective system is implemented to record complaints.

The management and staff have a good understanding of child protection issues. Staff are able to identify the signs and symptoms that may be a cause for concern and are fully aware of the correct reporting procedure to follow. Robust procedures are implemented for induction, supervision and appraisals of staff, which includes observation of staff practice. This monitors staff's practice and identifies any gaps in skills or knowledge to ensure the provision of targeted training and good quality teaching.

The effectiveness of the nursery's engagement with parents and carers is good. Information is shared with parents through the notice board and newsletters. Parents are able to feed back their views to the nursery through regular surveys and questionnaires. Parents spoken to on the day of the inspection were mainly complimentary about the nursery provision. They feel that the children are well supported and that staff are friendly and professional. Parents comment that the children take part in many exciting activities and are making positive progress at the nursery. Staff have acted where parents have commented that pick-up times were often hectic, especially when all children were in the garden. For example, to address this instead of everyone going outside to play after tea time, the staff take smaller groups of children to play outside. This means that it is easier for staff to monitor which children are going home and speak to parents. This does not affect the time children have outside, as throughout the whole day they have regular times to play in the garden. Staff establish effective partnerships with other professionals and early years settings involved with the children, to promote a consistent approach to their learning and development.

The management encourage reflective practice. They have completed a self-evaluation of the provision as a staff team. This is generally effective in identifying the nursery's strengths and areas for development; however, they have not fully assessed the impact of

the high temperatures throughout the nursery on the children's health and well-being.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that the premises is safe and suitable.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY396483
Local authority	Bath & NE Somerset
Inspection number	984410
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	94
Number of children on roll	144
Name of provider	Childbase Partnership Limited
Date of previous inspection	03/03/2010
Telephone number	01225422228

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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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Piccadilly Gate
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