

# Miles House Day Nursery

Miles House, Dunsford Place, BATH, BA2 6HF

## Inspection date

12/01/2015

Previous inspection date

06/08/2014

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

4

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 are progressing well from their starting points because the staff have a good understanding about children's individual needs, interests and what they need to learn next. Staff use effective observation, planning and assessment systems.
- The safeguarding requirements are met effectively, and as a result children's well-being is promoted well.
- Staff plan lots of outdoor learning opportunities for children who enjoy exploring nature and learning outdoors.
- The leadership and management team promotes staff professional development effectively, which ensures consistent good quality care and teaching for children

### It is not yet outstanding because

- On occasions, some staff do not introduce new words to the babies to enhance their vocabulary.
- Staff miss opportunities to promote children's independence and physical skills at mealtimes.

## **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 the outside learning environment.
- The inspectors looked at documentation including a sample of children's records, planning and records to check staff suitability.
- The inspectors took account of the views of children, staff and parents and carers spoken to on the day of the inspection and of the provider's self-evaluation.
- The inspectors held meetings with the manager and regional director of the nursery.
- An inspector completed a joint observation with the manager of the nursery.

## **Inspector**

Dominique Bird and Julie Swann

## 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 110 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 24 members of staff who work with the children. The manager and two additional members of staff hold a level 6 qualification in Early Years. Of the other staff, 14 are qualified to level 3, two are qualified to level 2 and five 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 further improve the quality of the early years provision the provider should:

- encourage staff in the baby room to consistently introduce new words to help children expand their developing vocabularies
- enhance the meal and snack routines to build children's physical skills and extend their independence.

### Inspection judgements

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

Children settle quickly at the nursery and are keen to explore the interesting and stimulating play activities. Staff work with the parents when their children start to find out about each child's interests and stages of development. Staff know children well and have a good understanding of how children learn and ways to promote their learning and development. Staff carry out on-going observations and use this information to plan activities so that they are of interest and relevant to the children. As a result, children enjoy a broad and balanced range of experiences across all areas of learning indoors and outdoors. For example, in the garden children climb using balancing equipment and squeal with delight as they go down slides. Children shout, 'Faster' to staff as they ride bikes and trikes and staff support children on how to use scooters. This is effectively developing children's physical skills. Staff use assessment systems to identify children's strengths and

areas to develop. These are successful as they enable staff to organise specific learning activities to best support children's learning and development.

Parents receive regular information about their child's progress and staff encourage them to share their thoughts of their children by recording observations from home for the staff. Staff invite parents to access their child's learning record through regular meetings with staff. As a result, strong partnerships with parents are well established.

Babies are beginning to explore language because staff introduce new vocabulary. However, this is not consistent. Although children acquire good communication skills, some staff miss opportunities to promote children's widening vocabularies. The staff make good use of books to develop children's literacy and communication skills with older children. Children sit outside with the staff members on large blankets and staff read books with them. Children give books to the staff and then read stories back to them. This shows that children are confident speakers.

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

Staff interact in a warm way with children. They always take time to listen and they provide cuddles and reassurance when children feel unsettled. Children understand the importance of sharing and turn taking, such as waiting for their turn to play with a toy that someone else is playing with. Staff regularly praise children which builds their self-confidence. Staff are allocated to individual children and as a result, they get to know their children well and develop strong, warm relationships. They are flexible in meeting the needs of the children and parents when they are settling into the nursery. This supports children's growing confidence and sense of security, enabling them to explore their environment, participate in activities and play with their friends. Children have easy access to a wide range of good quality resources which help to promote their independence well as they choose what they would like to play with.

At mealtimes, staff sit with children which makes it a social time as they talk to them about their lives, which develops children's conversational skills. Staff encourage children to be independent. For example, they wash their hands before meals and pour their drinks. This helps children to be ready for school and helps them to develop good personal hygiene routines. However, staff do not extend these skills at meal and snack times because they lay tables and peel fruit for the children, rather than letting them do it for themselves.

Staff are positive role models who are consistent in their practice and set good examples to children. As a result, children follow their lead and are respectful of one another and well mannered. Children know how to keep themselves because staff encourage them to identify and manage everyday risks. For example, staff support non-mobile children by holding their hands as they walk along the garden. As a result, children move carefully to negotiate the different surfaces. Children take part in regular fire drills, helping them to learn how to behave and keep themselves safe in the event of a fire. Staff are vigilant in maintaining children's safety and supervise them appropriately at all times. Because of the

attentive nature of staff, children feel safe and secure. Children's good hygiene is promoted as staff implement effective procedures to keep children clean and to reduce the spread of cross-infection. Daily opportunities for children to engage in physical exercise benefit them well. Staff have established positive links with other professionals that are working with children, which in turn helps children move seamlessly on to other settings and manage change.

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

The staff team are suitably qualified and have a good understanding of the learning and development, and safeguarding and welfare requirements of the Early Years Foundation Stage. This helps them to maintain children's safety, promotes their well-being and supports them in making good progress in learning. Staff have a strong understanding of the local safeguarding procedures and are confident to follow these if required. All staff are qualified in first aid so that they are on hand to provide first-aid treatment in the event of an accident or incident. A comprehensive range of written policies and procedures maintain continuity in staff practice and inform parents. Effective risk assessments are in place to support staff in maintaining a safe environment.

Management support staff well. This motivates staff who demonstrate a good commitment to ongoing professional development. For example, they identify further appropriate training during their staff meetings and regular supervision meetings. Good recruitment, vetting, induction and monitoring procedures are in place to determine staff suitability to work with children. In addition, regular appraisals establish ongoing suitability and monitor the performance of staff to ensure they all have the necessary skills and knowledge to undertake their roles and responsibilities. Staff monitor and assess children's progress well. Partnership working with parents is successful and contributes to meeting children's needs well.

The leadership team works closely with staff to evaluate the effectiveness of their practice. They securely identify targeted areas for future development which feed into the setting's self-evaluation. The leadership team demonstrates a commitment to ongoing improvement through their effective self-evaluation systems. For example, they use clear action plans and regularly network with advisory services to identify areas for development. All staff contribute towards self-evaluation, which includes sharing expertise they have gained from attending courses. Staff observe one another and peer observations take place on a regular basis to monitor training needs, quality of provision and reflective practice. This demonstrates that the setting has the capacity for continuous improvement.

### **The Childcare Register**

The requirements for the compulsory 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. 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

<b>Unique reference number</b>	EY396483
<b>Local authority</b>	Bath & NE Somerset
<b>Inspection number</b>	987274
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	94
<b>Number of children on roll</b>	110
<b>Name of provider</b>	Childbase Partnership Limited
<b>Date of previous inspection</b>	06/08/2014
<b>Telephone number</b>	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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