

# Millfield Community Nursery School

Bell Street, SUNDERLAND, Tyne and Wear, SR4 6JR

## Inspection date

Previous inspection date

12/01/2015

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- Teaching is good and staff use observations and assessment well to plan for children's next steps in learning. Consequently, children make consistently good progress in relation to their starting points.
- All staff have a secure understanding of their roles and responsibilities to safeguard children and to implement daily safety checks to minimise hazards.
- Leadership and management are successful. Staff are supervised well, which includes the monitoring of staff practice and accurate tracking of children's development. As a result, children's interests and learning are well supported.
- Partnerships with parents and other professionals are good and strong relationships with parents help staff to recognise and support children's individual needs. As a result, children are happy and have formed strong attachments with staff, which helps them to feel safe and secure.

### It is not yet outstanding because

- There is room to enhance the use of natural resources to provide further opportunities for children to explore and investigate.

## 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 had a tour of the premises and observed activities in the rooms and outdoor area.

The inspector met with the acting headteacher and manager, carried out a joint
- observation with both of them and spoke with staff and children at appropriate times during the inspection.

The inspector looked at children's development records, planning documentation,
- evidence of the suitability of staff working in the nursery and a range of other records, policies and procedures.
- The inspector took into account the views of parents spoken to on the day.

## Inspector

Lynne Pope

## Full report

### Information about the setting

Millfield Community Nursery School was registered in 2004, and is on the Early Years Register. It is situated in the Millfield area of Sunderland, and is managed by the governing body. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is an enclosed area available for outdoor play. The nursery employs nine members of childcare staff. Of these, all staff hold appropriate early years qualifications at level 2 and above, including one member of staff with Qualified Teacher Status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 43 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 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:

- provide more natural resources, such as everyday items, to fully promote children's opportunities to explore and investigate.

## Inspection judgements

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

Staff understand how to meet the learning and development requirements of the Early Years Foundation Stage and therefore, plan a good range of learning opportunities with the children's interests and development stage in mind. Consequently, children are engaged and motivated at all times. A baseline assessment is completed for each child three weeks after they start. This leads to planning that is individual for the children. Staff carry out regular observations of children's activities and link these to the areas of learning. This information is used along with observations of children's interests, to plan the next steps in children's learning. The progress check for children aged between two and three years is completed and shared with parents. This ensures that early intervention services for children who might need additional support are engaged swiftly and effectively. Precise monitoring of children's learning means that all children, including those with special educational needs and/or disabilities, make good progress. Any gaps in children's learning are quickly identified and addressed. This means that staff target support where it is needed. Consequently, children are well prepared for the next stage in their learning, such as school.

Staff skilfully support children's communication and language development as they listen to children and encourage them to talk during activities. Staff repeat what less able children attempt to say, modelling the correct pronunciation, so that children learn how to

say the words correctly. Staff in the baby room have a lovely rapport with the children. They play alongside children, which encourages them to respond or copy what they are doing. For example, staff bring children's attention to a box covered in shiny paper. They ask children to take a look inside and place the small puppet on the children's hand when they choose one from the box. Meanwhile children are smiling in response to what the member of staff says and listen when they place the puppet to the child's ear and help them hear that the puppet makes a rattle sound. This all helps children to link the words that staff say with their actions. Children aged between two and three become involved in their play. They investigate the magnetic blocks and learn how they fit together. This is through staff listening to children and encouraging them to think of their own solutions when they ask for help. Staff use good questioning to ask children, 'What do they need to do?' Children persist in the activity and are pleased when they are successful. As a result, children's self-esteem is developed and they are encouraged to have a go themselves. Children aged over three years access the school nursery and stay for extended hours in the same room. This provides continuity for these children in their learning as the same staff continue to work with them so children are very settled and involved in activities. For example, staff encourage their participation when they look at a book. Staff pause during reading it so that children finish off the phrases that they know. Staff also ask children questions about what is happening on each page and who the characters are. This teaches children to appreciate books and provides them with a firm foundation to start to read books on their own. Staff throughout the nursery are frequently observed to use number language with the children. They encourage them to count during their play and use descriptive words, such as backwards and forwards and big and small. This helps children learn mathematical concepts.

Parents are included in all aspects of their children's development. Staff complete termly reports during the year based on the prime areas, specific areas for older children and children's progress. These are shared with parents and their observations from home and the next steps for their child's progress agreed. Parents have access to their children's learning journal at any time and staff encourage parents to contribute their own observations from home and information about what they have done with their child. This information is used by staff when they plan as they include children's current interests. Parents are invited to sessions in the nursery where they can do activities with their children. This helps parents understand the kind of activities children are involved in and helps them to continue their children's learning at home. Staff have set up a book lending service. Parents can take home book bags which have a toy connected to the story or can choose a book to share with their child at home.

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

Staff have created a warm and reassuring environment. The key-person system is effective and ensures that children make secure emotional attachments and feel safe and secure. The warm relationships give children a strong base, develops their confidence and self-esteem, enabling them to make good progress. Children show that they are happy and content. A programme of settling-in visits based on individual children's needs, helps children to make a smooth move from home into the nursery. Children's behaviour is

positive due to the clear guidelines and boundaries provided by staff. Staff have a calm and consistent manner with children and talk calmly to them and give lots of praise for children's efforts. Children are encouraged by staff to build positive relationships with their peers and develop good social skills as they are taught how to play well together, share and take turns. Staff are clear in their reasons for some safety measures with children, explaining why they need to remove a stone in the garden. As a result, children learn to manage their own safety. They demonstrate their growing awareness as they respond to staff when asked if something is safe, that they might bump their head.

Children have opportunities to play and explore and are active learners. They demonstrate good levels of confidence as they freely move around the rooms and make independent choices about what they want to do. This is due to resources in each room being easily available for children on low-level units. However, there are fewer natural resources available for children to explore and investigate. For example, staff provide some pine cones and some wooden toys. Children's physical development is positively promoted and they gain confidence as they move around the outdoor environments. For example, staff teach children how to pedal a tricycle. They talk to them about how to do it and give constant encouragement. This develops children's self-esteem and they persist in mastering the technique and smile and chuckle as they manage it. Other staff join in with children's play, involving them in jumping from spot to spot on the floor. They encourage their problem solving skills as they ask, 'How can they move to the next one'. Children realise they are in the way and say they will move. Meal and snacktimes are sociable occasions where children relax, take time to enjoy their meal and have the opportunity to chat to their friends. Children's self-care skills develop as they attempt to feed themselves from a young age, such as yogurt for snack. Staff ensure that they progress with this skill by providing the correct cutlery to promote children's independence. Staff teach children about making healthy choices and develop their understanding of the different foods available by talking about them. They have involved children in deciding which foods they like for snack by taking them to the fruit and vegetable shop to choose what they would like. They have tasted them in nursery and then decided which ones are their favourites that they would like again.

Staff prepare children for changes and movements through the nursery that supports their well-being. Babies start and end their day with older children in their room. This helps them become familiar with the environment. They go for short visits that build up to a permanent move to another room. This enables children to meet and form attachments with their new key person, which supports a smooth move. The child's key person meets with their new key person and passes on their development records. This means the key person can plan from the start for individual children's needs. Staff ensure that children due to move to school are emotionally well prepared. They share children's development and assessment records with the new setting and have meetings with staff. Teachers are invited to visit children in the nursery so that they can observe the children.

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

The acting headteacher, manager and staff pay close attention to the safety of children. They have a good understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. Children are effectively safeguarded. This is because staff demonstrate their good knowledge of the local safeguarding procedures and are confident about the action to take if they are concerned about a child's welfare. Recruitment procedures are effective and all relevant checks are in place to ensure staff are suitable to work with children. Staff's ongoing suitability is closely monitored through performance management and supervision meetings. These are linked closely to the school development plan and give the acting headteacher and staff the opportunity to discuss individual staff's progress against personal targets and to identify any areas for development. The acting headteacher and manager carry out peer observations of staff working with the children. This means that practice is evaluated and advice is given about adapting activities, so that the best possible learning outcomes are sought for children. Staff training, particularly with regard to mandatory training, such as first aid are a priority for the acting headteacher and manager. They are currently reviewing the training that staff have done and what training is needed. This demonstrates a pro-active attitude towards improving staff's opportunities to keep up to date with training. The manager ensures that staff are effectively deployed so that children are well supervised at all times. This includes making sure that there are sufficient staff present with first aid training, so that they can act quickly and accordingly to any accidents a child might have. In addition, various risk assessments are completed that cover all aspects of the nursery. These are backed up by daily checks that ensure all the areas of the nursery are checked and hazards identified and minimised.

The acting headteacher and manager have a strong working relationship and work closely with staff to monitor and evaluate the educational programme. The manager and acting headteacher monitor children's learning journeys and planning monthly to see what is going on. They check the recorded evidence of children's development to ensure that the key person is strongly aware of the progress their key children are making. The acting headteacher and manager have clear data to show the progress that children are making individually and as a group. This is based on their baseline assessment when they start and is updated regularly to show the progress they are making. This results in them having an excellent understanding of the progress of individual children and where there are any delays or gaps in their learning that need to be addressed. Self-evaluation is in the process of becoming well embedded. The acting headteacher and manager work closely with the local authority adviser to improve what is offered and are pro-active in meeting any actions that have been set. As a result, children are making good progress towards the early learning goals. Parents' views are sought about the quality of the nursery through a variety of questionnaires. Staff seek parents' comments when their child starts at the nursery and when they leave. Opinions are sought after attendance at activity sessions and through a safeguarding questionnaire that asks for parents' views on children's safety in the nursery. Improvements made since the last inspection demonstrate the nursery's drive for excellence. The previous recommendations have been successfully implemented. For example, the use of mathematical language is strongly evidenced.

Partnerships between staff and parents are very positive. Parents spoken to on the day of inspection comment on how well informed they are about what their child does when they attend and their progress. They can see how their children have really developed and do

not think this would have happened if they did not come to nursery. They are confident to raise any concerns they might have with staff as they feel they are very approachable. In particular, they state that staff are friendly and their children enjoy their time there. Staff have established strong links with external agencies and other professionals to ensure that children's individual needs are met by receiving appropriate intervention and support. This collaborative approach enables everyone involved with the children to work together to effectively support children's progress in learning.

## 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>	EY280310
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	856217
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	49
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Millfield Community Nursery School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0191 5532775

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

