

# Millers Dene Day Care

Walkergate Early Years Centre, Millers Dene, Shields Road, NEWCASTLE UPON TYNE,  
NE6 4XW



## Inspection date

27 August 2015

## Previous inspection date

14 May 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The well-qualified, cohesive staff team is skilled and experienced. Observations conducted on children are effectively assessed. Staff use this information well to plan activities that are stimulating and challenging.
- Overall, the quality of teaching is good and occasionally outstanding. Children make good progress in their learning and development. They are effectively supported in gaining the skills they need for a successful move to school when the time comes.
- Partnerships with parents are excellent. Staff keep parents well informed of all aspects of their children's care and education. There is a wealth of opportunities for parents to continue and share learning experiences at home with their children.
- Safeguarding children and supporting parents and carers take a high priority at the nursery. Staff have an excellent knowledge and understanding of the procedures to take to protect children from harm or abuse.
- Key persons engage extremely well with parents and carers. Settling-in arrangements before children start and as they move through the nursery, are exceptionally well organised.
- The calm learning environment and exceptional arrangements to care for children fully support their personal development and well-being.

### It is not yet outstanding because:

- Occasionally, staff overlook opportunities to extend children's thinking and problem-solving skills.
- Information gathered from parents when children first start at the nursery is not wide ranging enough to identify fully children's current skills and abilities.

## What the setting needs to do to improve further

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

- make better use of opportunities to extend children's thinking skills
- collect more detailed information about children's learning and development when they first start at the nursery.

## Inspection activities

- The inspector viewed the premises and observed staff interactions with children throughout the day.
- The inspector held discussions and conducted a joint observation with the manager.
- The inspector spoke with parents and carers, taking their views into account.
- The inspector checked evidence of the suitability and qualifications of all staff working within the nursery.
- The inspector viewed a wide range of documentation, including children's files and assessments, relevant policies and procedures, health and safety documentation and analysis of tracking data.

## Inspector

Janice Caryl

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff provide a broad range of resources and activities which are suitable for the children of different ages and abilities who attend. Staff are enthusiastic and engage children in conversations as they play independently and take part in adult-led activities. Babies and younger children enjoy the sensory experience of mixing oats with water to make porridge for Goldilocks and the three bears. Older children enjoy adding and mixing ingredients as they take part in making spider biscuits. They learn to take turns and develop their physical skills, using and sharing a variety of baking utensils. Children develop their skills in communication, language and mathematical concepts, such as learning new vocabulary, counting and measuring. However, staff sometimes miss valuable opportunities to encourage children to predict, reflect and prompt their thinking skills and discussion through involvement in their play. Staff make good use of information gathered from parents at the outset with regard to children's care and well-being. However, there is less information gathered about what children can already do with regard to their learning and development.

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

High staff ratios mean that children receive enhanced levels of support and encouragement, effectively fostering children's emotional and physical well-being. Staff are enthusiastic and consistent when providing messages and explanations. Behaviour is excellent. The staff's positive engagement helps children to have a sense of belonging, facilitating confidence and self-motivation. Children love the indoor and outdoor spaces. Children of all ages and abilities occasionally share the outdoor space together. This provides highly effective opportunities for all children to mix and develop friendships. Older children enjoy taking care of younger ones, who in turn learn different skills through imitation and role modelling. The well-qualified and experienced chef cooks a wide variety of nutritionally balanced meals. Staff teach children about the benefits of exercise and how taking part in physical activities affects their bodies.

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

The manager's pursuit of excellence is evident throughout the nursery. She continually reflects and sets new priorities for improvement. Managers ensure that staff, parents and children are involved in evaluating which helps to ensure a collective approach is maintained. Strict adherence to the policies and procedures contribute to the safe and efficient management of the nursery. Recruitment is robust. New staff and students receive mentoring support which is effectively followed on through regular supervision sessions. Managers highly value all training opportunities. They actively seek professional development opportunities to increase their own and staff's knowledge and understanding. This is having a positive impact on staff's confidence and outcomes for children. The managers are skilled at analysing and using data. They review the progress of individuals and groups of children to ensure high levels of progress are sustained over time.

## Setting details

<b>Unique reference number</b>	EY416133
<b>Local authority</b>	Newcastle
<b>Inspection number</b>	850047
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	62
<b>Number of children on roll</b>	91
<b>Name of provider</b>	Millers Dene Day Care
<b>Date of previous inspection</b>	14 May 2012
<b>Telephone number</b>	01912632411

Millers Dene Day Care was registered in 2011. It is attached to a children's centre and is on a school site. The nursery employs 16 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The manager and one other member of staff hold a qualification at level 6 and Early Years Professional status. One other member of staff has a relevant qualification at level 6 and the deputy manager holds a qualification at level 7. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities.

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