

Milestones Day Nursery

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



Inspection date

13 June 2017

Previous inspection date

7 January 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is variable. Staff in the baby room do not provide purposeful play experiences or focus their teaching on building the foundations for future learning. This has an impact on babies' communication and language skills.
- Staff do not gather detailed information from parents and carers about children's current stages of development when children first join the setting. This means valuable prior learning is missed from the start of their individual progress assessments.
- Leaders and managers have not fully developed ways to sharply evaluate, monitor and reflect on the impact of staff's teaching on children.

It has the following strengths

- Staff in the pre-school room plan exciting activities for children which help them to prepare for the next stages in their learning, such as starting school. Older children make good progress and develop their early mathematics and literacy skills.
- Staff work hard to develop partnership working with other professionals and provide support for children who have special educational needs and/or disabilities. Gaps in their learning are closing.
- Staff are very caring towards babies and follow their established home routines to promote continuity. Children have developed secure bonds with their key person. They are happy, settled and show they feel safe in their care.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- | | |
|--|------------|
| ■ improve the quality of staff's teaching in the baby room and develop their understanding of how to promote babies' communication and language, skills through purposeful play experiences. | 14/08/2017 |
|--|------------|

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

- gather detailed information from parents and carers about what children already know and can do upon entry and use this information effectively to form the start of their progress assessments
- extend ways to monitor and evaluate the impact of staff's teaching and promote the best outcomes in learning for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to the children and staff throughout the inspection.
- The inspector completed joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation, children's learning profiles and evidence of the suitability of staff working in the nursery.
- The inspector obtained written and verbal feedback from a number of parents during the inspection and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of the leadership and management requires improvement

The qualified staff team is supported to access training which helps them meet the needs of children who attend. For example, some staff have developed their understanding of phonics which has had a positive impact on older children's early reading and writing skills. However, the impact of training on outcomes for all children has not been evaluated or built on. The manager works with room leaders and the local authority to identify areas for continual improvement. Since the last inspection, staff in the toddler room have worked hard to develop their indoor areas for children. This has increased children's level of engagement and learning. Safeguarding is effective. The manager understands her role to protect children from harm. Staff are confident to identify and report any concerns about children's welfare.

Quality of teaching, learning and assessment requires improvement

Babies and very young children do not consistently benefit from stimulating, purposeful play or teaching that is matched to their learning goals. For example, staff provide babies with a paintbrush, printed picture and limited selection of paint for a creative activity, rather than encouraging them to explore sensory experiences and develop their language skills. Written observations do not show a clear focus on developing the foundations for learning. However, in the toddler room, children are excited to join in with all activities that have been planned and well prepared. Staff model words and corresponding actions to help develop children's language and understanding as they manipulate dough into animal shapes. Staff assess children's progress regularly. They complete the progress check when children are aged between two and three years and share this with parents. However, staff do not gather detailed information from parents about what children already know and can do on entry to help inform assessments.

Personal development, behaviour and welfare are good

Staff teach children about how to live a healthy lifestyle through fun and exciting activities. For example, older children enjoy dancing outdoors and delight when staff enthusiastically participate. They listen to the effect this has on their own heartbeat and talk about the importance of exercise. Children develop an understanding of how to keep themselves safe and manage risk for themselves. For example, babies are helped to develop their physical skills as they are supervised crawling up and down wooden frames. Young children learn about the effect their actions have on others and staff consistently manage their behaviour in a positive way. Older children show increasing levels of independence and confidence as they help to prepare snack.

Outcomes for children require improvement

The majority of children are working comfortably in the stages expected for their age, however, the impact of teaching on babies' progress does not promote the best possible outcomes. Older children show a readiness for starting school and have good social skills. Overall, children are happy to participate in activities and show enjoyment in learning.

Setting details

Unique reference number	EY273848
Local authority	Leeds
Inspection number	1087917
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 7
Total number of places	56
Number of children on roll	92
Name of registered person	Childcare Strategies Ltd
Registered person unique reference number	RP521839
Date of previous inspection	7 January 2014
Telephone number	0113 2957677

Milestones Day Nursery registered in 1993 and had a change of ownership in 2003. It operates from three rooms in a single-storey building situated in the grounds of St Urban Primary School in the Meanwood area on the outskirts of Leeds. The nursery is open each weekday, from 7.30am to 6pm, all year, except for bank holidays and a week between Christmas and New Year. The nursery employs 22 members of staff. The majority of staff, including the manager, hold recognised early years qualifications at levels 2 and 3. The owner has early years professional status.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

