

# Milestones Day Nursery

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



## Inspection date

23 February 2018

Previous inspection date

13 June 2017

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

## Summary of key findings for parents

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

- Staff do not always complete the required progress check for children aged between two and three years. Staff do not keep parents fully informed of children's development and progress to help them to support their learning at home.
- Staff do not always organise large-group activities well to fully support children's learning. Sometimes, the activities are lengthy and not matched to each child's stage of development. This results in the children losing interest.
- Staff do not consistently use a wide range of teaching methods to encourage children to think deeply and express their thoughts and ideas.

### It has the following strengths

- Staff care well for children who have special educational needs and/or disabilities. They give careful thought to the provision of resources and activities that help them make progress.
- Children behave well. Staff promote positive behaviours, for example, they offer praise to reward children and help them to understand how to tolerate and respect each other.
- The environment is spacious and well resourced. Children freely choose what they want to do throughout the day.

## What the setting needs to do to improve further

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

### Due Date

- |   |            |
|---|------------|
| ■ complete the required progress check for children aged between two and three years to provide parents with a written summary of development in the prime areas of learning and keep them informed of children's ongoing progress. | 22/03/2018 |
|---|------------|

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

- improve the organisation of large-group activities so that all children are challenged appropriately, according to their stages of development
- give children more opportunities to think deeply about what they are doing and respond to questions to help them develop their thoughts and ideas.

## Inspection activities

- The inspector observed children's play indoors and outdoors.
- The inspector looked at samples of children's assessment folders and discussed children's learning with staff and the nursery manager.
- The inspector spoke to the children and staff throughout the inspection.
- The inspector spoke with the staff, parents and children at appropriate times during the inspection.
- 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.

## Inspector

Rachael Barrett

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Self-evaluation is in place and involves the provider and staff. Changes to improve teaching have started to be identified, for example, staff deployment and resources in the baby room have been improved. Discussions regularly take place with parents and their views are acted upon. Generally, observations identify appropriate next steps for children and staff work towards completing these. However, staff's overall understanding of the requirement to complete the progress check for children aged between two and three years is weak. Safeguarding is effective. Staff know what action to take if they have a concern about a child. They receive regular supervision and appraisal sessions to monitor practice and to plan for their future training needs. Staff form effective partnerships with parents and other professionals, generally.

### Quality of teaching, learning and assessment requires improvement

Although, methods for monitoring and assessing children's progress have improved, staff do not always complete the required progress check for children aged between two and three years and do not understand the requirement to do so. Children, generally, enjoy activities and show they are interested. However, at times, group sizes are too large to keep all children engaged in their learning. During planned activities staff do not always use their questioning skills effectively to stretch and challenge children's thinking. Staff support children who speak English as an additional language and communicate well with them. Babies enjoy exploring new resources, such as sparkly balls and a ramp, and younger children join in readily with singing and rhyme times. Older children enjoy developing an understanding of mathematical language as they, for instance, compare different sized bears and count how many they have altogether.

### Personal development, behaviour and welfare require improvement

Although staff provide parents with daily feedback about children's care needs, they do not keep them fully informed of children's development and progress to help them to support children's learning at home. Flexible settling-in procedures allow staff to meet the care needs of all children. Consequently, children settle quickly and enjoy their time at nursery. The nursery cook provides children with home-cooked balanced and nutritious food to maintain their energy levels throughout the day. Children access the outdoor environment regularly and develop their physical skills. Staff ensure the premises are secure and hazards to children are minimised. They help children learn about staying safe and keeping healthy. Children develop their independence, for example, as they learn to manage their own personal care needs and confidently carry out simple tasks.

### Outcomes for children require improvement

Not all children make enough progress due to inconsistent teaching and assessment. Nevertheless, overall, children gain the basic skills needed in readiness for school. Those children who enter the nursery behind expected developmental levels for their age are supported to catch up and additional funding is used effectively.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY273848  |
| <b>Local authority</b>                           | Leeds   |
| <b>Inspection number</b>                         | 1101382   |
| <b>Type of provision</b>                         | Full-time provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 0 - 4   |
| <b>Total number of places</b>                    | 56  |
| <b>Number of children on roll</b>                | 87  |
| <b>Name of registered person</b>                 | Childcare Strategies Ltd  |
| <b>Registered person unique reference number</b> | RP521839  |
| <b>Date of previous inspection</b>               | 13 June 2017  |
| <b>Telephone number</b>                          | 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 Monday to Friday from 7.30am to 6pm, all year, except for bank holidays and a week between Christmas and New Year. The nursery employs 19 members of staff. The majority of staff hold recognised early years qualifications at levels 2 and 3. The manager has early years professional status.

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