

Growing Places @ Mill Hill

Mill Road, Waterlooville, Hampshire, PO7 7DB



Inspection date

7 March 2018

Previous inspection date

17 August 2017

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

Summary of key findings for parents

This provision is good

- Management and staff have addressed the actions and recommendations from the last inspection. For instance, staff are deployed effectively to meet children's individual needs and staff notify parents of any accidents or incidents in a timely manner.
- Staff treat children with kindness and respect. Children develop warm, trusting relationships with them. Staff are sensitive to babies' needs. Those who are upset are comforted with cuddles and songs to help them settle quickly.
- Partnerships with other professionals and agencies are good. Staff regularly share information about how they can work together to meet the individual learning and welfare needs of children. This has been particularly effective in supporting children who have special educational needs (SEN) and/or disabilities.
- Funding is used effectively. All children, including those who have SEN and/or disabilities, make good progress from their starting points. Outcomes for children are good.
- Parents speak very positively about the setting. They comment on how they feel staff support families and help children to gain the best start to their education.

It is not yet outstanding because:

- Staff's continuous professional development is not focused sharply enough to help enhance the quality of teaching to the highest levels.
- Occasionally, staff do not plan precisely for all children's next steps to help them to make even greater progress.

What the setting needs to do to improve further

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

- enhance planning even further and focus more sharply on children's next steps in their learning and development
- target staff's professional development more specifically, to help provide outstanding learning outcomes for all children.

Inspection activities

- The inspectors observed the quality of teaching and children's learning, indoors and outside.
- The inspectors spoke to staff and children at convenient times during the inspection.
- The inspectors spoke to a small number of parents during the day and took account of their views.
- The inspectors checked evidence of the suitability of the staff, confirmation of staff's training, recruitment procedures, policies, looked at a selection of children's records and discussed safeguarding procedures and the self-evaluation process.
- The inspector carried out a joint observation with the manager.

Inspector

Tara Naylor

Inspection findings

Effectiveness of the leadership and management is good

The manager and her staff are committed to providing children with the best start to their education. They work well together to provide children with good-quality learning experiences. Self-evaluation is used effectively to drive improvement. The management team has good expectations for children and a clear vision of where it is taking the setting. The manager uses supervision and monitoring to develop staff's knowledge. For instance, staff have completed training to understand how to recognise if a child is at risk of harm, including from extreme views or behaviour. Staff know how to keep children safe and what action they would take if they had concerns about a child's welfare. Safeguarding is effective. Staff share children's progress with parents regularly and help to make sure that older children have the relevant skills they need for starting school.

Quality of teaching, learning and assessment is good

Staff are qualified and have a good understanding of how children learn. They provide children with interesting activities to engage and motivate their play. For instance, older children enjoy drawing their favourite superhero's logo as staff help them to think about what shapes and colours they will need. Staff support younger children's choices well. For instance, as they sing rhymes they ask the children what they would like to sing. Babies join in happily and demonstrate delight at funny parts of the songs. Staff capture opportunities to help children think through their own ideas in activities well. For instance, when children want to make their dough worm more 'wiggly' staff help them think through how they can do this. Staff monitor children's progress closely. They quickly identify where children may need additional support to help them catch up.

Personal development, behaviour and welfare are good

Staff promote children's physical skills well and provide children with an inviting and well-resourced play area, indoors and outside. Children benefit from opportunities to develop their good physical skills. For instance, older children use the tyres and wooden planks to balance and climb along. Young children test their physical skills and take age-appropriate risks confidently, supervised closely by staff. For instance, they pull themselves up, attempt to climb up and down steps and slide down the small slide. Staff encourage children to learn routines to keep themselves safe. For instance, children enjoy roasting marshmallows as staff help them learn how to walk around the fire safely.

Outcomes for children are good

All children make good progress from their starting points and develop skills that prepare them well for their next stage in learning. For instance, older children learn about letters and the sounds they make as they begin to read some simple words. They gain confidence in counting and writing as they focus on activities that interest them. Younger children become curious and motivated learners in activities which support their physical coordination and small-muscle skills. For instance, they enjoy scooping and pouring water from jugs as they watch it flow along the drainpipes.

Setting details

Unique reference number	160819
Local authority	Hampshire
Inspection number	1112432
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 - 11
Total number of places	193
Number of children on roll	140
Name of registered person	Community Childcare Centres
Registered person unique reference number	RP911257
Date of previous inspection	17 August 2017
Telephone number	023 92258557

Growing Places @ Mill Hill registered in 2011 and provides nursery, pre-school and out-of-school care for children aged from three months to 11 years. It operates from 7.30am to 6pm for 51 weeks of the year. The provision receives funding to provide free early education for two-, three- and four-year-old children. Children who have special educational needs (SEN) and/or disabilities attend the setting. There are 24 members of staff employed, of whom, 22 work directly with children. Of these, 18 staff hold early years qualifications from level 2 and the manager holds a level 5 qualification.

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