

# Milly's Nursery School

Brighton Hill Community Association Building, Gershwin Road,  
Basingstoke, Hampshire RG22 4HH



<b>Inspection date</b>	15 August 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> <b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable

Effectiveness of 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

### The provision is good

- Children are settled and happy. The established key-person system helps children to build strong relationships with staff quickly. Staff are kind, nurturing and reassuring. They take the time to get to know every child and ensure their emotional and physical well-being is met.
- Leaders and staff methodically monitor children's progress, and individual plans for children are swiftly put in place. Funding is targeted to enhance children's development and to help narrow any potential gaps in achievement.
- Leaders are effectively reflective. They involve parents, staff and other professionals in their ongoing self-evaluation to gain a good overview of the nursery provision and where to target improvements.
- The manager and staff establish good partnerships with other professionals, agencies and local schools. These result in effective and well-coordinated strategies that promote and support children's good progress.
- Partnerships with parents have a positive impact on children's learning and development. Staff keep parents informed about how their children are achieving. They give them ideas about how to support their children's learning at home. Parents are complimentary about the quality of care and education at the nursery.
- Children play outdoors in all weathers. They develop good physical skills, and enjoy digging, running, kicking and rolling large balls outside.

### It is not yet outstanding because:

- On occasions, staff step in and provide children with solutions. They do not consistently provide the highest levels of challenge to extend older children's reflection and thoughts, to optimise their independent learning.
- Leaders have not fully considered all ways to enhance and monitor staff's ongoing performance, to raise the good quality of teaching to an even higher level.

## What the setting needs to do to improve further

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

- support staff to develop a wider range of teaching strategies and to recognise the spontaneous opportunities which arise during older children's play to challenge their thinking and learning even further
- strengthen the procedures for monitoring staff's practice, precisely identifying any weaknesses in teaching and enhancing training opportunities.

### Inspection activities

- The inspector observed activities in the main base room and garden.
- The inspector carried out a joint observation with the manager and checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at relevant documentation, including planning and a selection of the setting's policies and children's records.
- The inspector held meetings with the manager. She spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

### Inspector

Anneliese Fox-Jones

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Leaders and staff have a secure knowledge of the signs that may indicate concerns about children's welfare. They have a clear understanding of their responsibilities in keeping children safe and of their registration requirements. There are robust recruitment and vetting procedures in place. These help to ensure that new staff are suitable to work with children. A thorough induction process helps them to understand their roles. The nursery is kept secure at all times. Staff are vigilant and supervise children well, ensuring that their safety and security are a priority. Overall, staff update their knowledge and skills through team meetings and complete relevant core training. All staff have valid first-aid certificates and take appropriate action when accidents occur. Children's achievements are monitored well. Any gaps in their development are clearly identified and intervention targeted.

### Quality of teaching, learning and assessment is good

Staff gather relevant information from parents about what children already know and can do. They use this information, along with their ongoing observations, to establish children's starting points and to identify what they need to learn next. Staff encourage children to make choices in their play from a wide range of resources. Staff observe children's individual interests and plan enjoyable themes to support their learning. For example, children are thoroughly enjoying exploring the theme of sea life. Children develop their early language skills. For example, staff encourage children to recall past learning experiences and they follow children's lead in conversations. Children demonstrate a love of songs and stories. They listen attentively as staff recite stories with wonderful expression. Younger children explore many sensory objects and different textures. Older children are curious to search and find various mini-beasts in the garden.

### Personal development, behaviour and welfare are good

Staff encourage and help children to grow in confidence and feel valued. Children demonstrate that they feel safe in the setting and develop firm friendships. They display good manners and positive levels of self-confidence. Staff have good expectations of children's behaviour and provide consistent praise as children play and learn. Staff remind children about being kind and caring to each other and promote the sharing of toys and equipment. Children spend time outdoors where they learn how to take risks safely. Their physical development and well-being are promoted effectively. For example, they use see-saws, slides, balance on logs of wood and run around the garden. Children develop good self-care skills, relative to their ages and capabilities. Staff skilfully support children to understand and respect the differences between themselves and others.

### Outcomes for children are good

All children, including those in receipt of additional funding, make good progress from their starting points. They are well prepared with the skills and attitudes they need for their next stage of learning, and their eventual move on to school. Children are confident and eager learners who have good social skills and enjoy working with others. They have a growing interest in books and enjoy listening to stories. Children's early writing skills are developing. They draw, create pictures and are learning to recognise familiar letters.

## Setting details

<b>Unique reference number</b>	EY542819
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10067563
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Milly's Nursery School Limited
<b>Registered person unique reference number</b>	RP542818
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07722 519120

Milly's Nursery School registered in 2017. It is a privately owned provision and is located in Basingstoke, Hampshire. The nursery is open each weekday from 8am to 4pm throughout the year. There are four staff; of these, three hold appropriate childcare qualifications at level 3 and the manager has a BA Honours Degree in Early Years Care and Education.

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