

# Bright Horizons Millhouses Day Nursery And Preschool

11 Archer Drive, SHEFFIELD S8 0LB



|                          |                   |
|--------------------------|-------------------|
| <b>Inspection date</b>   | 25 September 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

- Staff support children's good health and their physical well-being effectively. For example, daily outdoor activities are provided and children benefit from fresh air. Children eat tasty and nutritious food in the nursery.
- Overall, staff are committed to supporting all children to make good or better progress in their learning and development. Children's progress is monitored by management and regularly discussed.
- Children develop close, nurturing bonds with staff, who are always on hand to celebrate children's achievements. This successfully helps to develop children's confidence and self-esteem.
- Recruitment of new staff is robust, which helps to ensure that staff are skilled and suitable for their roles.
- Self-evaluation is used to evaluate the provision and identify areas for improvement. The experienced manager consults staff and parents well to help her to reflect on the quality of provision and plan future changes to the nursery.

### It is not yet outstanding because:

- Staff do not always make the most of opportunities to involve parents and carers in their child's learning so that they can work together to help children to make even better progress.
- On occasions, staff do not focus sharply enough on the aims of the activity to consistently challenge children during planned activities.

## What the setting needs to do to improve further

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

- provide greater opportunities for parents to share more detailed information about children's capabilities on entry and for them to be fully involved in supporting children's ongoing learning and development
- support staff to focus more precisely on the aims of group activities to consistently challenge children in their learning.

### Inspection activities

- The inspector held a meeting with three members of the management team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views. She engaged in discussions with staff and children throughout the inspection at appropriate times.
- The inspector viewed all areas of the premises used by children. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out two joint observations with the manager.
- The inspector discussed methods used to self-evaluate and the impact this has on the nursery.

**Inspector**  
Kerry Holder

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff fully understand their roles and responsibilities and implement robust procedures to help to keep children safe. Staff are confident to report any concerns they have about a child's welfare. Staff attend regular training courses to increase their professional knowledge and skills. For example, all staff are qualified in paediatric first aid. This helps to develop the good service for children and their families. Regular one-to-one meetings with the nursery manager help to ensure staff remain skilled and suitable. Staff have developed good partnerships with other professionals, such as teachers at schools where children will move to. Parents spoken to during the inspection are happy with the care their children receive.

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

Staff promote children's communication and language development very well. They model effective speaking and listening skills and encourage children to do the same. Children develop their hand-to-eye coordination. For example, younger children dip various objects into paint to then move these to paper to print pictures. Older children carefully use scissors. Babies enjoy the challenge of climbing steps to the slide. This helps to develop their physical skills and concentration. Staff work closely with the special educational needs coordinator and outside agencies to plan a range of adult-led activities to help children who need additional support. Overall, staff successfully use the information from observations to identify children's individual interests and what they need to learn next.

### Personal development, behaviour and welfare are good

The indoor and outdoor environments are stimulating and well resourced. Staff are welcoming to children and their families. They successfully comfort new children who are settling in. This helps to support children's emotional well-being. Children show very good levels of independence. For instance, they wipe their own noses and know to dispose of the tissues. Children behave well. They share and take turns and are motivated to learn. Staff have established effective systems to help to ensure that children with food allergies are kept safe.

### Outcomes for children are good

All children make good progress in preparation for the next stages of learning and school. They become confident, independent learners and socialise well with others. Children are keen to explore and investigate. For example, they observe and talk about the nursery's African land snail, then make models of snails with play dough. Children develop their early mark-making skills. For example, older children write their names and younger children make marks with paints. Children who are learning to speak English as an additional language and those who are dual language, develop good levels of English.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY544933  |
| <b>Local authority</b>                           | Sheffield   |
| <b>Inspection number</b>                         | 10067575  |
| <b>Type of provision</b>                         | Full day care   |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Childcare on non-domestic premises  |
| <b>Age range of children</b>                     | 0 - 4   |
| <b>Total number of places</b>                    | 84  |
| <b>Number of children on roll</b>                | 156   |
| <b>Name of registered person</b>                 | Bright Horizons Family Solutions Limited  |
| <b>Registered person unique reference number</b> | RP901358  |
| <b>Date of previous inspection</b>               | Not applicable  |
| <b>Telephone number</b>                          | 0114 399 1617   |

Bright Horizons Millhouses Day Nursery And Preschool re-registered in 2017. The nursery employs 33 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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