

Millers Dene Day Care

Walkergate Early Years Centre, Millers Dene, Shields Road, NEWCASTLE
UPON TYNE NE6 4XW



Inspection date	12 December 2018
Previous inspection date	27 August 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

This provision is good

- The experienced manager has a very good knowledge of her role and responsibilities. She is well organised and a reflective practitioner and supports her staff well. She is ambitious for the setting and continuously seeks to improve the service the nursery provides.
- Support for children who have special educational needs and/or disabilities (SEND) is a strength of the setting. The manager and staff work closely with other professionals to provide highly effective and consistent education and care. They are committed to including and supporting all children.
- Partnerships with parents are strong. Parents speak highly of the nursery and are very happy with the progress their children make. Good links with future schools children attend help ensure a consistent approach to support for their development.
- The quality of teaching is good. Practitioners are well qualified and have a secure knowledge of the early years foundation stage. They work together very well as a team.
- Staff are sensitive, respectful and kind. They effectively support children to learn how to keep themselves healthy and safe.
- Managers and staff do not always give the same thoughtful consideration to supporting children's learning in the outdoor environment as indoors.
- Staff do not always make the most of opportunities within the daily routine to embed clear expectations about children's behaviour.

What the setting needs to do to improve further

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

- strengthen planning for learning in the outdoor environment to provide the same level of stimulating activities as indoors
- develop opportunities within the daily routine to embed more clearly expectations of children's behaviour.

Inspection activities

- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector observed children engaged in learning activities indoors and outside.
- The inspector looked at documentation, including children's records, a selection of policies and procedures and evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day.
- The inspector conducted a joint observation with the manager.

Inspector

Julie Foers

Inspection findings

Effectiveness of leadership and management is good

The manager and staff reflect well on experiences for children and effectively gather parents' views. They use this information well to plan further improvements. Safeguarding is effective. Managers and staff recognise signs that might raise concerns about a child's welfare. They have a good knowledge of the processes to follow to keep children safe. The manager holds supervisory meetings with staff and supports them well to reflect on their practice and responsibilities. Staff attend training regularly to keep themselves up to date. There are robust recruitment and induction arrangements in place to ensure staff are suitable for, and knowledgeable about, their role. Monitoring of children's progress is effective and leads to swift support to close gaps in children's learning. For example, when mathematics was identified as an area for development, the manager provided training in this subject to support children's learning further.

Quality of teaching, learning and assessment is good

Staff regularly observe children's learning and accurately assess their progress to help plan future activities. Support for children's communication and language development is good. Staff skilfully ask questions to encourage children to give detailed answers. They introduce new words and engage the children in interesting conversations. Support for mathematical development is good. Staff explore mathematical concepts with children as they roll cars down pieces of pipe during play in the secure garden. Staff lead the play and change the angle of the pipes to show the impact on speed, 'What do you think will happen?' they ask the children. They talk to the children about 'big', 'small', 'fast' and 'slow'. The children discuss the different sizes of beds as they listen to the story of Goldilocks and take delight in counting the number of bowls and chairs. Staff collect detailed information about children's development before they start. This helps them plan future support for children's learning. They know the children very well and regularly update parents about their children's progress.

Personal development, behaviour and welfare are good

Staff are very good role models. They are warm and caring and have wonderful relationships with the children in their care. Staff are respectful and responsive towards the children whose achievements they encourage and praise. This helps raise children's confidence and self-esteem. Children enjoy good opportunities for physical play and fresh air daily. They learn how to keep themselves safe and healthy and benefit from good daily hygiene routines. Staff talk to the children about how to be careful around hot ovens as part of their storytelling and how to take care when handling scissors. Children benefit from a well-balanced, nutritious menu and enjoy healthy snacks and drinks. Staff work very hard to include all children whose contributions are encouraged and valued.

Outcomes for children are good

Children's growing independence is supported well. They are encouraged to hang up their own aprons after painting and to tidy their toys away. Children are engaged in their play and show enthusiasm for the activities they choose. They make good progress and are well prepared for their move to school or the next stage in their learning.

Setting details

Unique reference number	EY416133
Local authority	Newcastle upon Tyne
Inspection number	10064885
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	62
Number of children on roll	69
Name of registered person	Millers Dene Day Care CIC
Registered person unique reference number	RP530094
Date of previous inspection	27 August 2015
Telephone number	01912632411

Millers Dene Day Care registered in 2011. The nursery employs 19 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3. The manager holds a qualification at level 6 and early years professional status, one other member of staff has a relevant qualification at level 6 and one at level 5. The deputy manager holds a qualification at level 7. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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