

The Milky Way Day Nursery Ltd

68 Corporation Road, Leicester, Leicestershire LE4 5PW



Inspection date	27 June 2019
Previous inspection date	31 January 2019

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 provider and manager have taken decisive action to address the concerns raised at their last inspection. They value the support received from their local authority advisers. This has helped them to focus their improvement plans and develop their practice even further.
- The manager, who is designated to take lead responsibility for safeguarding, has completed child protection training relevant to this role. She is aware of how to respond to an allegation against a member of staff. All staff have undertaken first-aid training, which contributes to children's safety.
- The manager and staff ensure a collaborative approach to promoting children's welfare and education. They work closely with outside agencies and act on their advice to help support children's care and learning.
- Since the last inspection, the manager has introduced rigorous monitoring and revised planning to raise the quality of the provision. All children, including those with special educational needs and/or disabilities (SEND), are well supported and make good progress from their respective starting points. However, occasionally, staff working with the toddlers do not make the most of opportunities to intervene and challenge children's learning even further.
- Parents comment positively about the supportive staff and how happy their children are to attend the nursery. They also praise the level of information they receive from staff about their children's care and learning.
- The provider and well-qualified manager are committed to continuing to develop their practice to achieve the best outcomes for all children. They work extremely well together with the enthusiastic and experienced staff team, which also shares their ambitions. However, the monitoring of staff practice is not rigorous enough to raise the quality of teaching to the highest 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 working with the toddlers to recognise more opportunities to further challenge children's learning and maximise their progress
- strengthen the monitoring of staff practice to help raise the quality of teaching to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector had a tour of the premises with the deputy manager.
- The inspector completed a joint evaluation of an activity with the manager and spoke with staff and children during the inspection.
- The inspector held a meeting with the provider and manager. 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 from documents provided for the inspection.

Inspector

Linda Newcombe

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff have a good knowledge and understanding of their roles and responsibilities to keep children safe and protected from harm. They know the procedures to follow should they need to report any concerns. For example, they are aware of initiatives to prevent children being placed in situations where they may be at risk of harm or radicalisation. Staff receive regular supervision with the manager and mentoring from other staff. The manager rigorously evaluates the progress of individual children and groups of children. For example, children who require additional help are quickly identified and appropriate support put in place. Additional funding is used well to provide individual children with one-to-one support to help close gaps in children's learning.

Quality of teaching, learning and assessment is good

The quality of teaching is consistently good. Staff know the children well and have a good understanding of their individual learning. They make accurate assessments of children progress and use their interests well to help them plan for their future learning. Babies enjoying investigating different textures, such as flour and water. Staff extend the activity and introduce tools to encourage the babies to experiment by making marks. Staff promote children's language and communication skills well. They take time to listen to children and encourage them to join in meaningful conversations. Staff provide targeted support to help children who have delays in their speech development. This helps children to gain confidence in their communication skills and accelerates their progress.

Personal development, behaviour and welfare are good

Staff promote children's personal, social and emotional development well. They provide children with encouragement through regular praise and reassurance. This helps children to develop strong bonds with the staff. Children behave well. Staff support them to use their manners and consider the views of others. For example, older children show empathy towards younger children who find the concept of sharing difficult. They go out of their way to include them in their games and share their toys with them. Staff support children to develop good levels of independence and promote their self-care skills. Younger children feed themselves and older children serve their own food at lunchtime. All children develop good physical skills. For example, older children skilfully balance on bicycles and scooters as they manoeuvre their way around a track.

Outcomes for children are good

All children develop key skills that help to prepare them for their next stage in learning and their eventual move on to school. They are happy and demonstrate individual personalities and positive attitudes to learning. Children develop mathematical skills during routine activities. For example, they count children going outdoors to play and hold up the corresponding number of fingers. Staff support children to explore the world around them. Children are excited to talk about their 'fairy garden'. Staff teach children about the different insects they find hidden in the garden. For example, they compare the differences between a spider and a woodlouse.

Setting details

Unique reference number	EY290558
Local authority	Leicester
Inspection number	10096234
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	28
Number of children on roll	63
Name of registered person	Milky Way Day Nursery Limited
Registered person unique reference number	RP524778
Date of previous inspection	31 January 2019
Telephone number	0116 2243584

The Milky Way Day Nursery Ltd registered in 2004. The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and above. The manager also holds early years teacher status. The nursery opens Monday to Friday from 7.45am until 5.45pm, for 52 weeks of the year. It provides funded early education for two-, three- and four-year-old children. The nursery supports a number of children with SEND.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

