

Inspection of Milby Nursery and Kids Club

Milby Nursery & Kids Club, Milby Drive, Nuneaton, Warwickshire CV11 6JS

Inspection date: 3 March 2020

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this highly stimulating and nurturing nursery and delight in exploring the vast range of activities. They use their imagination as they play outside in the role-play farm and shop. Children pretend to feed the lambs and gather the eggs hidden under the straw. Staff enhance the role-play area with farm books and jigsaws based on farm animals, which they use to extend children's knowledge and understanding. The farm shop enables children to learn about money as they buy and sell the produce. Children develop their imagination as they draw treasure maps and hide their treasure. Staff sit with the children and extend their vocabulary as they explore the textures of the shells and sequins used as treasure. The well-organised nursery environment supports children to be independent. Children get their name cards to help them to write their own name on their collage picture before placing it on a rack to dry. They have fun joining in with action songs and rhymes, accompanied by musical instruments. Children learn to say numbers in order, count and beat a rhythm. Staff are knowledgeable about children's individual next steps in learning and their interests. They expertly make use of every opportunity to develop children's skills using this knowledge. Children behave exceptionally well. They help each other to fasten their coats, respond to instructions, take turns and share.

What does the early years setting do well and what does it need to do better?

- The manager and staff are dedicated and passionate about providing the best possible outcomes for children in their care. They use their own creativity to provide inviting areas for children to explore, develop their skills and solve problems. Staff constantly reflect on their practice. They are eager to put new ideas into practice, gathered from training or research, which will have a significant impact on outcomes for children.
- The manager ensures all staff receive regular supervisions to help develop their practice. She takes into consideration staff workload and their own well-being. During these meetings, staff discuss children's progress with the manager, and together they identify any improvements to be made, for example in the curriculum.
- Staff teach children strategies to help them cope with different emotions and manage their behaviour. For example, children talk about how they feel when they are angry or sad. A frame in the shape of a ball, which can be pushed in and pulled out, helps teach children to take deep breaths and stay calm.
- Children's physical and emotional well-being is supported extremely well. Children enjoy following an obstacle course outside. They run in and out of cones, throw bean bags into hoops and kick a ball. Children talk about the effects of exercise on their bodies and make suggestions about drinking water and resting following exercise to slow their heartbeat down.

- Staff complete a comprehensive baseline assessment with support from parents when children start. They use this information to identify children's next steps in learning. Staff act swiftly to help children who require additional support. They provide small-group work to target specific areas of learning. Where required, outside agencies are involved to deliver specialised support.
- Children are confident and motivated to learn. They are developing key skills for their future learning. Children learn to become increasingly independent. At snack time, they record that they have had snack by moving their name card from one area to another. Children get their own plate and cup from a shelf, pour their drink and cut their own fruit. They confidently choose activities and concentrate for significant periods of time in relation to their age.
- Staff share very good relationships with parents. They are continuously sharing information about children's progress and how to support their children's next steps in learning at home.
- Children learn about the wider world from visitors to the nursery and trips into the local community. They enjoy forest school activities and older children go on visits to develop their knowledge through real-life experiences, for example to a farm.
- Young children keenly explore how to fasten together a large number of train carriages as they play with the train set. Through trial and error, children manage to successfully select a suitable number of carriages to stick together magnetically and complete a circuit of the track. Children are given time to work things out for themselves, without adult intervention, and delight in their achievements.
- Teaching is exemplary. Staff have a very secure understanding of how children learn. They create an environment which provides endless opportunities for children to constantly extend their knowledge and skills. The atmosphere is exciting and captures children's imaginations. Relationships between children and staff are friendly, encouraging and nurturing.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of safeguarding. They demonstrate a very good understanding of what to do if they have a concern about a child. The manager ensures that staff are aware of wider safeguarding concerns. Safer recruitment procedures are carefully followed to appoint staff who are suitable to work with children. During an induction period, the manager ensures new staff fully understand the nursery's policies and procedures. Staff are deployed effectively to supervise children closely. Risk assessments are conducted regularly to help ensure the premises are safe and any risks to children's safety are minimised or removed.

Setting details

Unique reference number	EY453344
Local authority	Warwickshire
Inspection number	10116325
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 at time of inspection	2 to 11
Total number of places	50
Number of children on roll	198
Name of registered person	Milby Nursery and Kids Club
Registered person unique reference number	RP909638
Telephone number	02476 343161
Date of previous inspection	7 March 2013

Information about this early years setting

Milby Nursery and Kids Club registered in 2012 and is situated in Nuneaton, Warwickshire. The setting employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 or above. The setting opens Monday to Friday all year round. Sessions for the nursery are from 9am until 3pm. The before- and after-school club operates from 8am until 8.40am and 3.10pm until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Robinson

Inspection activities

- The inspector observed the quality of the teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager.
- The inspector looked at children's records, evidence of the suitability of staff working in the provision and a range of other documentation, including policies, procedures and training certificates.
- A joint observation was carried out by the inspector with the manager.
- The written views of parents were taken into account.

We carried out this inspection 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.

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