

Inspection of Milestones Childcare

20 Verdant Way, SHEFFIELD S5 6LE

Inspection date: 15 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and engaged in this warm and welcoming nursery. They make a smooth start to their learning experiences and form strong bonds with the staff who care for them. Staff work well with parents to understand children's interests, needs and routines when they start. They use the information well to plan for children's progress in all aspects of their learning. Staff have high expectations, and children make good progress overall. Children are well prepared for starting school. For example, they develop their hand and pencil control when they make marks in sand and foam during sensory play. Older children create detailed pictures and early writing about the animals during a farmyard visit.

Children feel safe and are well behaved. They learn to be polite and considerate towards their friends and those who care for them. Snack and mealtimes are sociable learning occasions. For instance, children learn to prepare fruit and vegetables for their snack while chatting happily to staff and each other. Children learn to recognise what they enjoy playing with, and staff help them to challenge themselves further. For example, children are encouraged to reach higher and exert themselves as they play on climbing frames and slides. Parents particularly appreciate the care and support they and their children received from staff throughout the COVID-19 pandemic. Parents comment positively about the steps taken to boost their children's social skills.

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

- Staff promote children's personal development well overall. They help children to develop their concentration and attempt different experiences, such as trying new food on 'taster days' or mixing water and sand in their sensory play. However, staff do not consistently help children to be responsible for their immediate environment or to leave toys tidy and ready for others to play.
- Parents strongly recommend the nursery. They welcome the increased daily information they receive about their children's play and progress. However, staff do not keep parents as well informed about forthcoming planning to enable them to more fully contribute to their children's learning.
- The new management team has worked closely with staff over the last year to review and embed an exciting and challenging curriculum. Staff's morale is high as they feel their contributions are valued and their efforts respected. They make good use of training and research opportunities to, for example, develop children's speaking skills and understanding of the world.
- Staff place a high importance on the development of children's communication skills throughout their learning. They model new vocabulary to children in all their learning and build their confidence to use new words through careful questions and discussions.

- Staff strongly promote children's love of books. They teach children a wide range of nursery rhymes, traditional tales and songs. Staff carefully choose books that develop children's interests and language experiences and support all areas of their learning. Staff read stories very well and bring them to life through actions and role play. Children become familiar with the language and vocabulary of the 'book of the week'. They love to sit and look at this and other books in one of the many engaging reading areas, indoors and out.
- Staff promote children's mathematical development well. They help them to recognise patterns, such as through printing repeated pictures with natural objects and arranging containers by size in their water play. They help children to recognise sequences from following phrases such as 'ready, steady, go' to counting 'one, two, three' and higher.
- Staff strongly support children with special educational needs and/or disabilities. They identify gaps in children's learning and development at an early stage. Staff work closely with other professionals, such as speech therapists, to plan children's future learning. They use additional funding well. For example, to enrich children's knowledge of the world through visits and trips and to develop resources to support their sensory play and love of books.
- Staff encourage children's healthy lifestyles and well-being. Children play sorting activities to learn about healthy food and how to keep their teeth clean and healthy. They plant seeds and grow their own fruits and vegetables. Children are active and busy throughout the day.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead reviews the nursery's safeguarding policies and procedures to ensure that they are current and clear. Safeguarding is discussed at weekly staff meetings. Staff are regularly challenged and supported to refresh their knowledge. They understand how to recognise signs that children may be at risk of abuse or neglect, and they know how to record and report their concerns. Staff know the relevant agencies to inform if an accusation is made. They have a good understanding of a range of safeguarding concerns, such as protecting children from extreme views and the impact of domestic abuse.

What does the setting need to do to improve?

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

- support staff to help children build on their good personal development, particularly by encouraging further responsibility for tidying and organising their immediate environment
- strengthen the good partnership with parents to enable them to more fully contribute to children's learning at home.

Setting details

Unique reference number	EY394256
Local authority	Sheffield
Inspection number	10229550
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 8
Total number of places	66
Number of children on roll	60
Name of registered person	Milestones Childcare Limited
Registered person unique reference number	RP529009
Telephone number	01143 279686
Date of previous inspection	12 December 2016

Information about this early years setting

Milestones Childcare registered in 2009 and is located in Sheffield. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or above. The nursery opens during term time, from 8am to 6pm, Monday to Friday. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Andrew Clark

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and deputy manager conducted a learning walk with the inspector to review children's learning experiences.
- The children talked to the inspector about their activities.
- The manager and the inspector conducted a joint observation of children's activities.
- The inspector held discussions with members of staff throughout the nursery.
- The inspector discussed the management and organisation of the nursery with the manager. He reviewed relevant documents.
- The inspector held discussions to seek the views of parents.

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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