

Inspection of Growing Places @ Mill Hill

Mill Road, Waterlooville, Hampshire PO7 7DB

Inspection date: 1 December 2023

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 arrive happy and excited to begin their day. They wave goodbye to their parents with ease as practitioners welcome them inside. Children feel safe and secure. They settle quickly and begin to get involved in the different activities that have been set up for them. Practitioners support children as they become immersed in a play dough making activity. Children are interested and engaged learners. They confidently explain the different ingredients needed to add to their mixture.

Babies have close and responsive relationships with caring practitioners. They seek them out for cuddles and reassurance during their activities. Practitioners sing familiar nursery rhymes and enjoy books with babies. Practitioners model clear words, gestures and actions to enhance their developing communication skills.

Leaders create an ambitious and enriching curriculum. They understand the importance of following children's interests, to build on what they know and can do. For example, when children show an interest in city buildings, practitioners extend the construction resources and build on children's curiosity. They learn about monuments such as London Bridge and try to recreate it. Children benefit from high quality learning experiences.

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

- Practitioners are enthusiastic and knowledgeable about the curriculum they implement. They talk passionately about the different projects they develop to extend children's learning. For example, children frequently visit a local care home and spend time with elderly residents. Children learn about the differences and similarities between people in their community.
- Babies enjoy exciting activities that allow them to explore their senses. They beam with smiles and excitedly move their hands around on a large tray with bubble mixture. Practitioners introduce words such as 'slimy' and 'splat' as they extend their learning. This supports babies to develop early language.
- Children behave well. They have a clear understanding of what is expected of them. Practitioners support them closely. When a disagreement takes place, practitioners calmly remind children about taking turns and help them resolve their conflict. Children develop good levels of respect for one another.
- Leaders have high expectations for all children, especially those with special educational needs and/or disabilities. They ensure that children and their families receive the support they need. Practitioners work closely with professionals such as physiotherapists, family support workers and speech and language therapists. This enables them to work together towards children's future learning. Children are supported in achieving good outcomes.

- Overall, parent partnerships are strong. Parents explain that they have opportunities to find out about the activities their children have been doing. Parents also explain that they have good relationships with their child's key worker. However, practitioners do not consistently provide parents with information about what their child is ready to learn next. This does not fully support parents to extend their child's learning at home. Through this, parents are not fully supported in understanding how to extend their child's learning at home.
- Leaders provide staff with the opportunity to engage in different training courses. For example, they access courses specific to their area of interest. This includes topics such as sensory play or supporting babies. Staff report high levels of well-being and feel supported by the management team.
- Children talk excitedly about how to keep themselves healthy. For example, children point to pictures of themselves brushing their teeth. They explain the importance of doing this in the morning and before bed. Practitioners build on children's knowledge during mealtimes and explain that milk is good for our bones and teeth. Children learn about the importance of leading a healthy lifestyle.
- Children enjoy targeted sessions to help them enhance their physical abilities. Practitioners run, jump and skip with children and they play exciting games together in the garden. Leaders have also developed an indoor room to enhance physical play in small groups. Children develop the physical skills they need for future learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders create a positive safeguarding culture. They have a robust safeguarding policy in place. Practitioners are knowledgeable about what they must do should they ever have a concern about a child. They receive regular training to keep their knowledge up to date. Practitioners can also clearly explain the local authority reporting procedure they must follow, should they ever have a concern about an adult working with children. The manager can clearly identify factors that may lead them to be concerned about gender based abuse such as female genital mutilation.

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 provide consistent feedback to parents about children's next steps, so that they can extend children's learning further at home.

Setting details

Unique reference number	160819
Local authority	Hampshire
Inspection number	10307837
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	0 to 11
Total number of places	94
Number of children on roll	137
Name of registered person	Community Childcare Centres
Registered person unique reference number	RP911257
Telephone number	023 92258557
Date of previous inspection	7 March 2018

Information about this early years setting

Growing Places @ Mill Hill registered in 2011 and provides nursery, pre-school and out-of-school childcare. It operates from 7.30am to 6pm for 51 weeks of the year. The provision receives funding to provide free early education for two-, three- and four-year-old children. There are 22 members of staff, 12 of whom hold early years qualifications from level 2 to level 6.

Information about this inspection

Inspector

Nicola Houston

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.
- Leaders and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- Leaders showed the inspector documentation to demonstrate the suitability of staff.

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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