

Milverton Nursery

Milverton School, 43 Lutterworth Road, Nuneaton, Warwickshire, CV11 4LE

Inspection date	22/11/2012
Previous inspection date	06/06/2007

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy, feel safe and are active learners and show strong levels of confidence and skill.
- Staff value working in partnership with parents to promote children's learning. Parents demonstrate that they are very happy with the care and learning opportunities available to their children and express that their children are making good progress.
- Children are happy and enjoy their time in the nursery. They enjoy good relationships with the staff who listen to their interests and ideas and join in with their play.
- There are warm and caring relationships between children and all staff, particularly key persons. Children's behaviour is good and they are settled and secure.
- The nursery has effective arrangements to help children settle when they first attend, when they move from one age group to another and to achieve a successful transition into school.

It is not yet outstanding because

- The practice to support children who speak English as an additional language, by celebrating the home languages and increasing opportunities for them to view and use that language in the nursery, is not fully realised.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in all play rooms and in the garden.
- The inspector looked at assessment procedures, and the nursery's policies and procedures.
- The inspector discussed leadership and management of the nursery with the manager.
- The inspector spoke to parents during the inspection.
- The inspector and manager undertook a joint observation of a sensory activity.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.

Inspector

Jennifer Turner

Full Report

Information about the setting

Milverton Nursery opened in January 2007 and operates from a large converted house which is situated close to Nuneaton town centre in Warwickshire. The nursery serves the local area and beyond. All children share access to a secure enclosed play area. The nursery is registered by Ofsted on the Early Years Register. There are currently 94 children

aged from three months to five years on roll. Of these, 15 children aged two and three years receive funding for early education. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery opens five days a week all the year round with the exception of bank holidays and a week during Christmas. Sessions are from 7.30am until 5.30pm. There are 23 members of staff who work with the children and all have early years National Vocational Qualifications at levels 2 or 3. The nursery receives support from the local authority Early Years Development and Childcare Partnership.

What the setting needs to do to improve further

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

- enhance the current good practice in relation to supporting children who speak English as an additional language by celebrating the home languages of those children whose home language is different and by increasing opportunities for them to view and use that language in the nursery.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff clearly know the children in their care well. Children settle quickly as they and their parents are warmly greeted by staff as they arrive. The environment in which children play, is well resourced. As a result, children are able to play with a variety of toys and equipment that promote all areas of their learning and development. Staff have a secure knowledge of the Early Years Foundation Stage and activities are well planned to cover all seven areas of learning. Children make good progress because staff support them well. Staff frequently observe what children can do and maintain clear records which help them monitor the progress children are making and identify any next steps in their learning.

Children are highly involved in challenging outdoor activities. They thoroughly enjoy rolling balls down drain pipes, investigating the natural world as they dig for insects and feeding their pet rabbits and guinea pig with carrots and lettuce. Children are developing good control over their bodies as they balance and climb on wooden building blocks. At the park, they are able to experience a wider range of large-scale equipment where they extend their skills further. Babies pull themselves up and push walkers to support them when they are learning to walk. They go out daily in their prams for fresh air. Children

have great fun and are fully engaged in joining in the activity which involves moving their bodies to music as they sing songs and rhymes. They also demonstrate that they are very good at listening and following instructions, during their practice of the nativity play.

The words and letters displayed around the nursery help children to understand that print carries meaning. Children spend time acquiring good literacy skills as they make marks in paint, sand and gloop. All children enjoy singing rhymes and listening to stories which further promote their language development. The nursery is involved in the 'Every child a talker' programme and this has had a very positive impact on developing young children's speech and communication skills. All children including babies are alert and interested in their surroundings. Plenty of hands-on, purposeful activities are provided each day. For example, they access the heuristic playroom where they develop their natural curiosity, awareness of shape, colour, weight and texture. Children play with boxes, paper, textile materials and balloons along with natural sensory materials which keep children totally absorbed and intrigued in purposeful play.

Staff skilfully and quickly identify children who may require extra help in their learning and development. Boys, girls, children with special educational needs and/or disabilities and English as an additional language make equally good progress because their needs are taken into account in both planning and teaching. Staff talk to the parents about languages spoken at home and ask for key words which help staff to meet the children's needs within the nursery. However, children's involvement and use of their language is not fully considered. Parents value the learning journey records and how staff involve them in their children's education. The records include photographic evidence and samples of children's art work and early writing to further demonstrate the good progress they make. Staff encourage parents to observe their child in their home environment and they offer support to extend children's learning at home. For example, staff ask parents to complete observations of their children to include in the children's learning records.

The contribution of the early years provision to the well-being of children

Children enjoy special individual time every day with their key person where they build firm relationships. It is evident that children have secure attachments with their key person as they enjoy cuddles and engaging in activities together. The visual cues displayed around the room are very supportive of all children, but especially those with special educational needs and/or disabilities and children learning English as an additional language. These strategies successfully help children communicate their needs, ask for a specific toy or understand what is happening next. Discussions with parents reiterate this positive practice. Parents say, 'It's like home from home here, or a mum's club, my child loves it here'. Older children learn to be independent in readiness for school, for example, they select their own fruits and drinks during the open snack time and carry their own plates at dinner time.

Children are well behaved; they learn to cooperate successfully with each other, to take

turns and share. Children receive specific praise for playing cooperatively and sharing well. Children are developing many valuable self-care skills as they know why they must wash hands to maintain good personal hygiene. Children enjoy meal times where they are offered healthy and nutritious cooked dishes supplied by the school. Staff discuss with children the benefits of eating well and the impact this has on them being healthy. Snack and meal times are promoted as social experiences where children learn to relax, develop their conversation skills and levels of concentration, as well as enjoying the healthy options. Staff sit with the children to reinforce the social aspect of dinner time. Good hygiene procedures are in place throughout the nursery. In the baby room, staff wear protective clothing to change nappies to minimise the possibility of cross infection. Children are learning to keep safe and staff allow them to experiment and take calculated risks. They build wooden blocks to climb on to see how high they can go.

There is a stimulating, well-resourced and welcoming environment, both indoors and out, to support children's all-round development and emotional well-being. This provides a range of experiences that develops children's growing independence and cooperation. Staff provide very good support to children moving on to school. They invite teachers from local schools to visit the nursery so that children can begin to build attachments and feel secure.

The effectiveness of the leadership and management of the early years provision

The provider has a good understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. The management and staff fully understand how to safeguard children and promote their welfare. All senior managers and staff have regular training on safeguarding. Effective improvements have been made to the safeguarding and welfare procedures. For example, the local safeguarding team helped to update the policy to include a whistle-blowing policy. The procedures and flowchart are now displayed throughout the nursery for both staff and parents to see. The manager monitors staff knowledge at every staff meeting, supervision and appraisals. This helps to ensure the staff team's knowledge is current and ensures children are safeguarded at all times. The management follows a robust recruitment procedure to appoint people that are suitable to work with children. The nursery clearly prioritises children's safety and the management and staff understand their responsibilities in providing a safe environment.

The management team has a very good overview of the nursery's strengths and areas to improve. Procedures to monitor the quality of the educational programmes, planning and assessment are developing well. The manager demonstrates high aspirations for the nursery which is evident in her clear audits of the nursery provision and in the action plans. The team includes advice from the local authority partnership, parents, children's ideas and staff input to reflect on what they do well and how they can improve. The manager works closely with the local authority, to ensure that children with special educational needs and/or disabilities and all vulnerable children receive the support that they need to make progress in their learning. Staff are mindful of the need to close the

gap in children's attainment regardless of their starting points.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY346831
Local authority	Warwickshire

Inspection number	891543
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	84
Number of children on roll	94
Name of provider	Milverton School LTD
Date of previous inspection	06/06/2007
Telephone number	02476387430

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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