

# Inspection of Millys Day Nursery & Pre-School

Church Lane, Chawleigh, CHULMLEIGH, Devon EX18 7HH

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Inspection date: 11 July 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 well cared for at this friendly setting. Babies benefit from particularly warm and nurturing relationships with staff. Staff respond quickly to their needs and give them reassuring cuddles when necessary. Children are encouraged to become more independent over time. Children of all ages happily help to tidy up the play areas as part of daily routines. Toddlers confidently make choices about their activities. They initiate a singing group activity with staff and take turns to choose nursery rhymes to sing.

Staff encourage children to be curious about the world around them. Babies confidently take part in sensory experiences. They happily practise standing and try to pop bubbles in the air. Older children delight as they find hawk moths outside. Staff support them to make connections to their previous learning about life cycles. Children confidently recall learning about the parts of a plant and exclaim that bees take pollen back to their hive to make honey. Children demonstrate good attitudes to their learning.

The leadership team has recently been appointed. Leaders have quickly embedded a new curriculum and made positive changes to the organisation of the nursery. Parents report how happy their children are in the setting and how well they have responded to the changes.

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

- Leaders have put in place an ambitious curriculum based on what children already know and need to know next. Key persons regularly share children's next steps with other members of staff to ensure effective support for children. All children make good progress across the curriculum, including children with special educational needs and/or disabilities (SEND).
- Children make particularly good progress in mathematics. Staff provide frequent opportunities for children to deepen their mathematical knowledge. They reinforce and introduce new mathematical vocabulary as children explore different 2D shapes. Children learn about triangles and squares and how they can use these to build different shapes, such as pyramids. Children are keen to learn and respond well to staff.
- Staff extend children's vocabulary very well. They use questioning to develop children's understanding as part of frequent high-quality interactions with children. There is a clear progression over time and high expectation of the words children can understand and say. For example, toddlers learn the word 'trough' as they play with a farm set.
- Children develop their physical skills well. Staff support babies as they practise climbing on soft-play equipment. They ensure babies access activities at

different heights where they need to pull themselves up to stand. Older children develop their throwing, catching and rolling skills with balls. Staff take children on daily visits to the local park to ensure children have access to a wider range of experiences, including using ride-on toys and scooters. However, these outdoor learning experiences are not as well planned by staff as they could be for the less confident children, who are not always supported to fully engage in activities, especially on wet days.

- Children learn to keep themselves safe. Staff help children to understand when they might be at risk. They provide clear strategies for children to help manage risks, such as reinforcing the need to stop, look and listen when they are crossing the road to the local park together. Children discuss what they know about safety and support each other to stay safe.
- Staff provide opportunities throughout the day for children to be together in different age groups. Children enjoy seeing their friends and siblings. However, at snack time in particular, when children move from one activity to another, staff can be too slow in communicating clearly what is happening. At these times, some children are unaware of staff's expectations of them and move around looking for things to do.
- Staff morale is high. Leaders consult staff on changes in the setting and value their ideas. They ensure staff receive regular supervision sessions and targeted training to support their roles, for example in improving their knowledge of how to identify and support children with SEND.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

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

- develop the planning of outdoor learning to ensure less-confident children are well supported by staff to take part in activities, especially on wet days
- manage routines more readily to help the younger children's understanding of adults' expectations and ensure they know what to do next.

## Setting details

<b>Unique reference number</b>	EY499217
<b>Local authority</b>	Devon
<b>Inspection number</b>	10351024
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	27
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Milly's Day Nursery & Pre-School Partnership
<b>Registered person unique reference number</b>	RP900956
<b>Telephone number</b>	01769 580861
<b>Date of previous inspection</b>	27 September 2018

## Information about this early years setting

Milly's Day Nursery and Pre-School is privately owned and registered in 2016. It is situated in Chawleigh, Devon. The setting is open all year round from 8am to 5.30pm on Monday to Thursday and from 8am to 5pm on Friday. The setting employs eight permanent members of staff who work directly with children. Of these, one holds a relevant level 5 qualification, four members of staff hold a level 3 qualification, two hold a level 2 qualification and one is an apprentice. The setting is in receipt of funding for free early years education for children aged two, three and four years old.

## Information about this inspection

**Inspector**  
Leanne Edge

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with 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.
- The manager and the inspector carried out a joint observation during snack time.
- Parents shared their views on the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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