

Inspection of Milland Valley Nursery School

Milland Memorial Hall, Iping Road, Liphook, Hampshire GU30 7NA

Inspection date: 9 December 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children feel welcome, safe and valued in this homely, comfortable environment. They settle quickly and thoroughly enjoy exploring the interesting range of resources and activities available. They are independent learners who make choices about their play with confidence. Children show great curiosity as they explore activities, such as drilling wood, pegging socks on a washing line and cutting out paper Christmas trees. Children are extremely well behaved and attentive. For example, older children show great concentration as they take part in a retelling of the 'Three Little Pigs' fairy tale. Children sequence the story, use small-world figures and use different voices for the characters. Staff know children extremely well and use effective teaching methods to support them to make good progress from their starting points. They explain, demonstrate and ask questions to engage children fully.

The nursery remained open during some of the COVID-19 pandemic. Staff maintained good contact with the families of those children not attending. During this time, staff provided activity packs and made films to help parents support their children's learning at home. Parents still drop their children at the door to reduce the risk of infection. Staff have a brief discussion with them to ensure that important information is still exchanged.

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

- Staff use what they know about the children to identify what each child needs to learn next and to support their learning. Staff interact well with children and offer praise and encouragement to engage them and give them a sense of achievement. They help all children, including those who may need additional support, to be ready for their next stage of education.
- Staff encourage children's communication skills well. Older children are confident communicators who initiate conversations and interactions. Younger children use signs and words, saying 'please' and 'thank you' when they are given food or drinks. They understand what is said to them. For example, when staff say it is snack time, children head straight to the table to find a seat.
- Children's behaviour is exemplary. Older children negotiate with one another to take turns with equipment and younger children are starting to share. For example, they hand pretend food to others and take turns in conversations on the pretend phones. Toddlers share equipment as they build mountains from ice cubes. They show tolerance and perseverance. For example, when ice cubes slide off and get knocked down, they build them again and do not get frustrated.
- Staff speak of the support they receive from management and clearly enjoy their work. They are committed professionals who are passionate about supporting children to have the best possible start. Although staff attend some training, the

manager does not always focus staff training and supervision to further enhance professional development.

- Children of all ages show an excellent understanding of good hygiene practice. Toddlers ask for tissues to clean their runny noses and know to put the used tissues in the bin. Staff talk with children about the importance of cleaning hands when coming in from outdoors and remind them to use soap to get rid of the germs. Children know that they need to do this before eating too.
- The manager reflects on the quality of the provision and make positive changes to improve outcomes for children. For example, they recognise that the children at nursery did not have as many chances during the pandemic to socialise and experience diversity. There is now a greater focus on valuing and celebrating children's individual backgrounds, and a variety of resources have been introduced to help children learn about similarities and differences. The manager regularly invites members of the community and children's relatives in to explain, demonstrate and do activities. Children can experience diversity and cultures and heritages other than own. For example, children experience Diwali dancing, Chinese food, bee keeping and celebrations that happen in their own community.
- Managers and staff plan activities and topics that are based on what children are interested in. They create a physical environment where they use natural materials to support children's learning. These approaches are working well and children relish exploring the stimulating new resources.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff are able to recognise potential safeguarding concerns. They understand the importance of taking prompt action to help protect children from harm. The manager liaises effectively with outside agencies, helping to support children and their families when the need arises. Staff complete training to strengthen their knowledge of safeguarding issues. They complete daily checks to ensure the premises and outdoor area are safe and secure. The manager follows secure recruitment procedures and ensures that essential background checks are completed to make sure staff are suitable to work with children. Induction is effective in supporting staff to understand their roles and responsibilities.

What does the setting need to do to improve?

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

- improve arrangements for the monitoring of staff to address development and training needs, to further enhance the already good quality of teaching.

Setting details

Unique reference number	EY236009
Local authority	West Sussex
Inspection number	10108539
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	31
Name of registered person	Milland Valley Nursery School Partnership
Registered person unique reference number	RP520789
Telephone number	07876260780 or 01730 892754
Date of previous inspection	8 January 2015

Information about this early years setting

Milland Valley Nursery registered in 2002 and is registered on the Early Years Register. It operates from the memorial hall in the village of Milland, West Sussex. The nursery is open from Monday to Thursday, 9am to 3pm, during term time only. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. There are nine staff members who work with the children, all of whom hold relevant early years qualifications. The manager holds early years professional status.

Information about this inspection

Inspector

Bev Boyd

Inspection activities

- This was the first routine inspection the setting 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 setting.
- Children spoke to the inspector about what they enjoy doing while at nursery.
- The inspector observed the quality of education being provided indoors and outside, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The manager joined the inspector on a learning walk and talked to her about their curriculum and what they want the children to learn.

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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