

Inspection of Millfield Nursery School

Tithby Road, Cropwell Butler, Nottingham, Nottinghamshire NG12 3AJ

Inspection date: 4 September 2025

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

What is it like to attend this early years setting?

The provision is good

Children benefit from the positive and nurturing care and attention shown by staff. Staff's passion and enjoyment of their role are evident in every interaction they have with children. For example, they listen intently as children talk. Staff extend the conversation, prompting children to share their experiences and ensuring all children can contribute. Staff are skilled at noticing and incorporating children's interests into activities. For example, when a younger child is fascinated with the pouring rain during a singing session, they sing 'rain, rain go away'.

Staff are very calm and reassuring, for example when a child accidentally spills a drink. Children are secure and comfortable, even when they have only just started attending the nursery school. They have excellent friendships with each other, often engaging in collaborative play as they make up their own games.

The curriculum is well thought out and staff are clear on how children build on their existing knowledge and skills as they move through the nursery school. The leadership team places high importance on children being able to express themselves through a range of activities, especially younger children who have not yet developed their speaking skills. As younger children join in with songs, they demonstrate high levels of enjoyment and engagement as they dramatically perform the actions.

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

- The leadership team is very reflective and demonstrates a drive and commitment to ongoing improvements to continually raise the quality of the provision. Staff feel well supported and are encouraged to identify how they can develop their own practice. Professional development is sharply focused on helping staff to improve their teaching to benefit children's learning. In addition, the leadership team ensures that staff's knowledge is kept up to date on all changes and they know how to confidently recognise and manage any concerns about children.
- Children's communication and language development is supported well. Songs and stories feature continually throughout the day, and children are developing a love of books and singing. Staff skilfully build on children's learning. For example, staff working with younger children use signs and pictures during circle time to reinforce what they are saying. As older children harvest the pumpkins growing in the garden, staff help them to extend their vocabulary as they use a range of words to describe the different sizes. They explain and demonstrate to the children that the largest pumpkin is hollow.
- All staff have a firm understanding of the recently revised curriculum. The leaders gather information from local schools so that they know what specific key skills they need to focus on. Good consideration is given to ensuring children

enjoy a range of experiences and to furnish them with the knowledge and skills they need as they move on to school. Staff know the children they are working with really well and have a clear understanding of what they need to learn next. However, on occasion, staff do not extend children's learning, for example prompting them to recall what they already know so they can expand on this.

- Staff are excellent role models to the children. Their interactions with each other and the children are very positive. Children relish this and seek out staff during their play. Staff provide very effective support to help younger children to begin to manage their emotions and they quickly re-engage in play. They recognise and praise positive behaviours and when children persevere at tasks. They successfully distract children when needed. Careful consideration is given to how best to support children as they start at the nursery school and then move on to the next age group.
- Partnerships with parents and carers are strong. Parents feel very well informed about the topics and activities within the nursery school, as well as their child's learning. They value the guidance and support that staff provide to enable them to continue the learning at home. They explain that the well-laid-out display of the curriculum helps them to understand what learning goals children are working towards throughout their time in the nursery school.
- Staff deliver a focused package of support for children with special educational needs and/or disabilities. They maintain a close working relationship with parents, carers and other professionals to help children to make the best possible progress. They strive for ambition for each child and never limit what they think a child is capable of.

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:

- further enhance the support for children's learning to help them to make the best possible progress.

Setting details

Unique reference number	253400
Local authority	Nottinghamshire County Council
Inspection number	10404921
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	0 to 4
Total number of places	60
Number of children on roll	75
Name of registered person	Dinah Elizabeth Miller & Andrew John Miller Partnership
Registered person unique reference number	RP905045
Telephone number	0115 9334085
Date of previous inspection	9 April 2025

Information about this early years setting

Millfield Nursery School registered in 1989 and is in Cropwell Butler, Nottinghamshire. The nursery employs 19 members of childcare staff. Of these, 12 staff hold appropriate early years qualifications at level 3, one at level 4 and one at level 2. The nursery school opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 8am until 6pm. The provider offers government-funded places for childcare.

Information about this inspection

Inspector
Justine Ellaway

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery school and discussed the early years curriculum.
- 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 inspector spoke with the manager about the leadership and management of the nursery school.
- Staff spoke to the inspector during the inspection.
- Children communicated with the inspector during the inspection.
- The inspector and manager carried out joint observations of activities.
- Parent and carers shared their views of the nursery school with the inspector. The inspector also viewed recent parent and carer comments about the nursery school.
- The inspector reviewed evidence of the suitability of staff working in the nursery school.

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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