

Milton Keynes College Early Years Training Nursery and Playscheme

Inspection report for early years provision

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Inspector	Sylvia Crawford
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Milton Keynes College Early Years Training Nursery and Playscheme opened in 1999. It operates from four self-contained rooms in Milton Keynes College on the Chaffron Way Campus in Leadenhall, Milton Keynes. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

A maximum of 50 children may attend the nursery at any one time and they currently have 62 children on roll. It is open each week Monday to Friday from 8am to 6pm and serves children whose parents are registered students at the college and is also open to the local community. The nursery currently supports children with special educational needs and children who speak English as an additional language.

The nursery employs 15 members of staff, including a nursery manager qualified to National Vocational Qualification at level 4, whose responsibilities involve liaising with senior staff within the college to provide integrated Early Years training for childcare students. All staff members have early years qualifications or are working towards them.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff meet children's learning and developmental needs routinely by getting to know the children individually and by providing a relaxing environment where they can play and learn together. Children are safeguarded carefully and benefit from the well established and effective two-way communication system between staff and parents that promotes continuity of care. The nursery manager and her staff work well as a team and are keen to further improve the quality of children's care and learning. As a team, they are keen to promote continuous improvement through self-evaluation.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that any new policies and procedures are consistently being followed by all staff
- ensure that all children have the opportunity for privacy when using the toilets
- continue to develop a procedure for working in partnership with other settings.

The effectiveness of leadership and management of the early years provision

Children are well protected because staff have a good understanding of their role in child protection and consequently, they know the procedures to follow if they have concerns about a child in their care. Training in this area is regularly updated. There is a well written safeguarding policy that is shared with parents so they also understand the role and responsibility of the nursery with regard to child protection. Staff have rigorous systems in place to ensure children are safe in their care. They have a secure entry system that protects children from unvetted adults and clear recruitment procedures are in place to ensure the suitability of those looking after children. The college and the nursery have rigorous procedures in place with regard to the live link that is used for training students on the childcare courses. Students who are on placement in the nursery are well supported and supervised to ensure they gain good experiences. Clear and detailed risk assessments reduce potential hazards and dangers for all areas, including the garden and outings. Staff also maintain daily checks to promote children's safety, allowing them the freedom to move around in a secure environment.

Staff gain as much information from parents as they can so they can meet children's individual needs and ensure they are being fully included in all aspects of the setting. All children are individually welcomed and staff skilfully help new children to settle in, using effective strategies to increase their feelings of security and confidence while getting to know staff and their peers. Staff are able to access appropriate support from outside agencies to help children with special educational needs and/or disabilities. Children are encouraged to develop their independence and make decisions about their play. They have free access to a wide range of good quality toys, resources and equipment, including a range to enable children to understand and respect diversity and differences. The nursery is taking appropriate steps to ensure resources and the environment are sustainable.

Children's quality of care benefits from good quality written policies and procedures, which receive regular reviews and are shared with both staff and parents. However, the nursery does not have systems in place to ensure that new policies and procedures are being followed consistently by all staff. Records for individual children are suitably maintained and written permissions from parents are obtained routinely at registration. Attendance is recorded accurately and information regarding any children's accidents is shared with parents in confidence. Parental questionnaires demonstrate that they are very supportive of the nursery and are happy with the care and learning their children receive. Parents and children develop good quality relationships with the child's key person, which begins when they start at the setting, enabling the children to develop feelings of security. Notice boards and information folders provide parents/carers with clear details about the operation of the nursery and its routines. Although the nursery successfully provides all children with the Early Years Foundation Stage, it has not yet established a system to share information about children's learning and development with other providers of the framework where nursery children attend.

The staff team have systems in place to assess their practice and are keen to address areas for development to promote continuous improvement.

The quality and standards of the early years provision and outcomes for children

Children access a wide variety of activities which relate to their interests and offer appropriate challenge. They have daily opportunities for outside play in a secure outdoor area, which provides children with a very good range of equipment to develop their physical skills. Children also have their own all-in-one suit and wellington boots which means they can play outside and enjoy themselves whatever the weather. Ample space allows children the freedom to move around indoors and outside, using the play equipment as they choose, or playing quietly alone or with friends. Staff are on hand to support children as they play or join in with activities, forming positive relationships with both adults and their peers. All children's rooms are light and airy with lots of bright displays, posters and decorations. Children's artwork is displayed in all areas and consequently, children feel their work is valued and this promotes their self-esteem.

Children are offered good opportunities to help them progress and develop across all areas of learning and development. Staff respond positively to children's interests and enrich their learning experiences by enabling children to initiate play and lead activities. Consequently, children are making very good progress in their learning and development and receive positive praise for all their efforts and achievements. Staff implement the Early Years Foundation Stage framework effectively and make regular observations and assessment of children's progress. These are recorded into children's development files which are shared with parents both formally and informally. Children freely choose to play with a wide selection of resources, which are deployed well, to develop their individual physical skills, such as cutting out paper circles to make flowers or drawing around number shapes. Small world toys, construction resources and a range of play equipment in the role play corner enable children's developing imaginations. Staff offer high levels of interaction with the children, extending their language and vocabulary at all opportunities. They use Makaton signing to support children with English as an additional language and this enables them to settle quickly and feel fully included in the nursery routine. Staff support all children to develop a good understanding of the wider world and therefore they are well equipped with the skills they need in order to secure future learning. Babies and younger children are very well supported by staff and their own routines from home are followed, for example, when they sleep and eat. They are encouraged to explore and investigate their environment and the resources around them to promote learning and development. They have their own outside play area so that they can enjoy fresh air and exercise safely.

Children are cared for in a very safe and secure environment. Staff help children to gain an understanding about personal safety as they guide them through the fire evacuation procedure. Children have a good understanding of basic hygiene routines. Babies and young children have their hands and faces wiped with

individual flannels before and after food. Older children are encouraged to use the bathroom independently, with reminders to wash their hands before snacks and meals to avoid cross-infection. However, some children do not have the opportunity to have privacy when using the toilet. Parents are consulted about their child's dietary or religious food requirements and the nursery has a good system in place to ensure the dietary needs of children are met. Children benefit from healthy choices in their meals and snacks, and drinking water is always available. The nursery provides breakfast, lunch, tea and snacks during the day for children, with the main meal cooked in the college refectory. Older children learn to be independent as they serve themselves at mealtimes and cut up their own fruit at snack time. Food and drink is consumed socially as children and staff sit together and chat about their lives and families. Staff promote good behaviour through lots of praise and encouragement. They help children learn to share and respect one another.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met