

# King Edwards Day Nursery

Inspection report for early years provision

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**Unique reference number**

141773

**Inspection date**

24/03/2011

**Inspector**

Gill Walley

**Setting address**

Southwood Community Annex, Conniburrow  
Boulevard, Conniburrow, Milton Keynes, Buckinghamshire,  
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**Telephone number**

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**Email**

**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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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**

The King Edwards Day Nursery opened in January 2000. It operates from two rooms in the annex to Southwood Junior School. It is in the centre of Milton Keynes, close to schools, offices and shops. The nursery serves a wide area. A maximum of 30 children may attend at one time. The nursery operates five days a week, all year round apart from three weeks in the year at Easter Christmas and in August.

The nursery is open from 8am until 5.30pm, 49 weeks a year. All children share access to a secure enclosed play area. Children also have access to the school's field, their woodland area and sometimes the hall. There are currently 32 children on roll all of whom are in the Early Years age range, some of whom receive funding for nursery education. Children attend for a variety of sessions. The group is able to support children with special educational needs and/or disabilities and those who speak English as an additional language.

The owners of the nursery employ four full-time and two part-time members of staff to work directly with the children. Seven members of staff have appropriate Early Years qualifications. It works in partnership with the adjoining junior school, the children's centre and the local authority. The nursery is registered with Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

King Edwards Day Nursery is a good setting. It meets the needs of all children well because it is inclusive and supports individual children so that they make good progress in their learning and development. The environment is stimulating, the range of resources on the whole is good and this promotes children's enjoyment of learning. The nursery has a good capacity to improve because the manager and her very experienced staff team evaluate the provision frequently and are very determined to improve it.

## **What steps need to be taken to improve provision further?**

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

- provide a greater range of computerised equipment and resources to further promote children's learning through information and communication technology (ICT)

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

The children are completely safe and secure. Staff are vetted appropriately and fully trained in safeguarding. The premises are checked daily to avoid accidents. There are very good procedures when children have accidents or need medication. Parents sign the records so that they know what has happened. Visitors sign in and gates remain closed. The staff are very vigilant about hygiene so that the children avoid infection. They are particularly careful to ensure the safety of the youngest children, and at the end of each day they give parents detailed information about their baby's routine and what they have enjoyed doing. Adults remove their shoes so that the floor where babies crawl is kept clean. The managers drive ambition extremely well and are very focused on improving the opportunities they provide for the children. The outside area, for example, was identified as an area that needed substantial improvement. It now provides a rich and varied range of activities to promote children's desire to experiment and explore. Staff have made many improvements since the last inspection and addressed the areas in need of development. There is now a good range of activities that support children's development of skills and knowledge in all areas of learning. The only relative weakness is in the range of computerised games and equipment. All activities are differentiated well so that they are matched to the children's abilities and challenge them effectively.

The day nursery promotes equal opportunities and diversity well in the way it welcomes children of all backgrounds and abilities. The staff adapt their practice to effectively help individual children, for example, those who are beginning to learn English, so that they make good progress and enjoy the same activities as the other children. There are good partnerships with many outside agencies such as speech therapists, the local special needs co-ordinator and others who support children with specific learning needs and/or disabilities. Staff also work well with the adjoining junior school and other local schools enabling children to move on to their next stage of education happily and settle very readily in a new environment.

The staff work in very close partnership with parents, who are extremely well informed about daily routines and procedures. They learn a great deal about how their children are developing because the staff talk to them informally at collection times and parents attend regular meetings. They receive information each day on what the children have achieved and enjoyed so that they can talk to them about the activities at home. The staff find out how parents want their children to be looked after and what routines they have at home so that there is consistency for them. They invite parents to suggest activities their children will enjoy and to tell them about special things the children have achieved at home. This helps the staff know the children even better and they can build on those experiences during the day. Parents are very happy with the provision and feel that their children make extremely good progress, for example in their confidence and speaking. They feel well informed and able to comment on the provision and procedures.

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

All children make good progress because the provision is good or better in all respects. The staff observe the children closely as they learn so that they know to help them make the next steps. They keep thorough records showing the progress each child is making in each area of learning and these records are available to parents so that they can see what their children are learning.

The children play with a wide range of stimulating resources and toys which help their development, and the nursery is well equipped in most areas of learning. However, resources for information and communication technology are a little limited. The outdoor area has activities to interest the children, including growing vegetables which they subsequently cook and taste. The children ride bicycles, learn about minibeasts and enjoy role play, for example, in their "building site" and the castle. Babies and toddlers explore many shapes, sounds and textures and make especially good progress in their social skills. The children's behaviour is exemplary, and they play well together, taking turns and sharing toys well. They persevere with activities such as those in the sand pit. The older children begin to learn their sounds and to recognise and write their names and other words. They develop their understanding of numbers through songs and rhymes. They develop their imagination through role play and dressing up.

The adults interact extremely well with the children, extending their vocabulary and encouraging them to investigate and explore. They ask them questions to extend their thinking, for example, about counting or comparing sizes, and value their achievements by displaying their paintings and drawings on the walls. The adults are good role models for the children and have very high expectations of them. Staff are especially observant of the different ways in which boys and girls learn and adapt the provision to take account of this. The atmosphere is calm and relaxed.

The children learn a great deal about healthy lifestyles because they eat nutritious snacks and lunches, and they wash their hands regularly. They know what to do when they hear the fire bell. They say that they feel very safe because the adults look after them well. Behaviour is very good and children know how to use tools and equipment safely. They learn to take responsibility for their own safety and are encouraged to consider possible risks, for example, when using the see-saw they built using wooden blocks and discussing the ways in which they can make it safe. They regularly practise emergency procedures and are confident in what to do. The older children learn to become independent by choosing activities, when to have their snacks and pouring their own drinks. They also look at books with the toddlers. Resources are accessible and well labelled so that the children can find what they want to play with and put toys away afterwards.

A wide range of activities both inside and out promote children's development well in all areas of learning. They learn a great deal about different customs and special times in the year, for example at Chinese New Year they taste food with chopsticks and make a dragon. The children play with multicultural dolls, books and puzzles.

Visitors such as fire fighters and police officers talk to them about the work they do in the community and the children visit the library bus. Children make very good achievement from their various starting points. Good focus is placed on developing the basic skills of language, number and technology as well as the personal and social skills that prepare them well for their future lives.

## 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

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

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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