

Wolverton Day Nursery

Wyvern County First School, Aylesbury Street, Wolverton, MILTON KEYNES, MK12 5HU

Inspection date

Previous inspection date

09/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- The nursery atmosphere is welcoming and children are busy and engaged in purposeful play. Children are confident to initiate play and are motivated to learn.
- Staff manage children's behaviour consistently. Staff help children to learn right from wrong and help them to recognise when they need to say sorry.
- All children have opportunities to use the outdoor area each day. Children regularly join the school nursery class for outdoor play, which means they form relationships with other children.
- Parents praise the nursery for the in warm welcome they receive and the information that the nursery shares to help them to understand children's learning and developmental experiences.
- Qualified staff plan and deliver interesting, stimulating and inviting activities for all children in the nursery.

It is not yet outstanding because

- Monitoring of staff's practice is not always sufficiently focused, for example some staff are not quick to realise when some children need additional support in activities.
- Children have fewer opportunities to use a range of technology resources as a core part of their play and learning experiences.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in all areas of the nursery, tracked children in both rooms and engaged with children in preschool and baby rooms.
- The inspector talked with staff in each room, the manager, the area manager, the manager's mentor and parents.
- The inspector examined documentation including a sample of children's records, development plans, suitability checks and the complaint log.
- The inspector carried out a full visual inspection of all areas and read the nursery's self-evaluation form.

Inspector

Cordalee Harison

Full Report

Information about the setting

Wolverton Day Nursery re-registered in 2012, Kids Play Ltd, which is a private company manages the nursery. Wolverton Day Nursery is one of five nurseries that the company operates. The nursery is located in Wyvern County First School, Wolverton, Milton Keynes and Buckinghamshire. The nursery operates from four rooms in the school. The premises

also include toilets, washing and nappy changing facilities, an office and outdoor play space. Children may also use the school hall. The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. A maximum of 42 children in the early years age group may attend the nursery at any one time. The nursery opens weekdays from 8am to 6pm for 51 weeks of the year. The nursery makes provision for children before and after school and during school holidays.

Currently there are 84 children on roll, of these, 60 are in the early years age group. The other children are in the compulsory age range. The nursery receives funding for free early education for two- three- and four-year-olds. The nursery employs seven staff who work directly with the children. Of these, five hold relevant qualification. Including the manager two staff members hold relevant foundation degrees. Three members of staff are qualified at level 3 and one at level 2. Three staff members are currently on training courses including one person who is studying to achieve a BA Honours degree. Children who attend the before and after school provision attend the school in which the nursery is located.

What the setting needs to do to improve further

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

- improve monitoring of staff's practice to make sure that all staff respond quickly to further extend children's play and learning
- increase opportunities for children to use information and communication technology resources and programmable toys to explore why things happen and how things work.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The nursery supports children well and meets their needs effectively. The nursery plans good quality play experiences for children in and outdoors. Although the nursery does not fully achieve free flow play, between in and outdoor activities, children have many opportunities to participate in purposefully planned outdoor activities each day. During outside play activities, the nursery children mix and play freely with children from the school's nursery class. These occasions provide opportunities for the children to promote their personal social and emotional development as they build and develop positive

relationships with others.

Children have many opportunities to develop their communication and language, and literacy skills. For example, all children have ready access to a wide selection of good quality books. Some children explore books independently. Additionally, staff read books in an engaging manner to children. Children challenge their thinking as they use favourite stories to consolidate learning, for example, the story about bugs and insects helps them to consider their understanding about these creatures. The story about the weather prompts the children to think about self-care in different kinds of weather. For example, the children know that they use sun cream and wear hats to protect themselves from the sun and that coats and boots help them to keep dry in wet conditions.

Many children select activities and show their motivation and interest. However, some staff are not always quick to recognise when some children would benefit from additional staff interaction. For example, when less confident children stand and observe activities, at times some staff take a while to notice and encourage them to participate to further extend their learning. Nevertheless, children participate in a wide range of activities, which introduces them to all areas of learning. The well-resourced nursery provides opportunities for children to consolidate learning in different ways. For example, children start to write with a range of different resources, crayons, sand, shaving foam, paint and water. These different medias makes it possible for all the children to practise writing. Older children demonstrate their readiness for school. They are starting to write for different purposes, such as to label their work, and in some cases many of the letters are recognisable. Many children demonstrate good levels of concentration as they persist at the activities that they select. However, children have fewer opportunities to use a range of technology as part of their core play and learning experiences. This reduces occasions for children to talk about such equipment and explore how things work.

The displays of photographs of children involved in activities, their work and their name labels helps children develop a sense of belonging. Parents provide staff with information regarding children's familiar words, likes and dislikes, health, cultural and personal preferences. Parents are aware of the nursery's policies and the arrangement for them to share and contribute to children's developmental records. Staff share useful information with parents about children's dispositions, learning and development. For example, the nursery provides information about children's activities and the requirements of the Early Years Foundation Stage.

The contribution of the early years provision to the well-being of children

Staff support children's well-being effectively. For example, the key person system works very well in the baby room, where the most qualified staff tune in consistently to the welfare and educational needs of the youngest children. The nursery is further developing the key person system for the pre-school children. Every child and its family receives a warm welcome in the nursery. This helps children's separation from their parents, puts children at ease and promotes their self-esteem.

Children in the nursery behave well. Staff's gentle, yet firm approach with children set them good examples on which to model their behaviour. Children are responsive to the staff, they are learning right from wrong. Children are learning to cooperate with each other to complete tasks. For example, some children work together to make a construction with the large blocks. They are proud of their achievements and understand that they are able to contribute to the learning environment. They leave the structure they make available for the other children to use.

Through first hand experiences, children are learning about healthy lifestyles and different aspects of safety. For example, children exercise different muscle groups by moving in different ways to cross the large blocks. Open-ended play such as this provides opportunities for children to show that they are learning to assess and take some risks in the safety of the nursery environment.

Children eat good quality food and staff take care to meet individual children's dietary needs and parents' preference for children. Children have a choice of milk or water at snack time and, water is readily available at mealtimes. Children further promote their independence and understanding of good health care as they wipe their noses with tissues that are at a low level. Many of the older children use the toilet independently and know to wash and dry their hands afterwards.

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

Overall, leadership and management of the nursery are strong. Clear procedures and good arrangements are in place to safeguard children. Overall children are making good progress in relation to their starting points. The nursery's recruitment procedure is clear and fully established. This means that every person who works in the nursery is properly vetted and cleared through a system, which includes a thorough induction. Staff are confident in their knowledge of different aspect of safeguarding. They know what to do if they have concerns about children's well-being. Staff are clear about the nursery's safeguarding procedure and the role of the practitioner who takes lead responsibility for safeguarding.

Staff work effectively as a team and they are supported well to understand their roles and responsibilities in the nursery. For example, regular reviews of policies at team meetings help staff to recognise that safeguarding is a high priority. Induction, supervision and appraisals are generally effective tools that the leadership team use to support staff and ensure that they have the opportunities for continual professional development. In addition, the nursery manager is well supported in her role. The manager has regular contact with her mentor and the area manager. For example, although the nursery has not completed any two year assessments to date, the manager is absolutely clear about the requirement to do so and, she knows the elements that must be addressed in every report.

The nursery staff make effective use of risk assessments to achieve safe physical environments for children, they are clear about the control methods that are in place. Staff help children to develop their understanding of simple safety rules. Staff are also mindful of their practices, such as to follow the medication and accident procedures and to do all they can to reduce slipping and tripping hazards in the nursery.

Although the nursery does not yet achieve high quality monitoring of all staff practices the leadership team have a clear vision and concrete plans to drive improvement. For example, in addition to continually improving self-evaluation with input from all users they have appointed a preschool room supervisor who is qualified at level 6. All parents speak confidently of the staff team, which they find approachable and welcoming to children and themselves.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY447159
Local authority	Milton Keynes
Inspection number	794301
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	42
Number of children on roll	84
Name of provider	Kids Play Ltd
Date of previous inspection	Not applicable
Telephone number	01908312528

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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