

# Aristo-Tots Private Nursery

Soskin Drive, Stantonbury Fields, Milton Keynes, Buckinghamshire, MK14 6DP

<b>Inspection date</b>	22/10/2012
Previous inspection date	02/08/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
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		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are motivated to learn because their learning environment is rich and encourages choice making.
- Children learn how to behave; they show a clear understanding of their boundaries.
- There are strong relationships with parents. Practitioners engage parents in helping children learn at home.

### It is not yet good because

- The educational programs are inconsistently delivered to children and this impacts on the quality of teaching and learning within the nursery.
- Children are not fully encouraged to promote self-care skills or to practice giving meaning to marks.
- Children do not always have sufficient time to complete tasks within the daily routine.

## 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 read the provisions self-evaluation documentation and used this information as evidence.
- The inspector read the last report.
- The inspector spoke to parents, staff and the management team to gain their views on the setting.
- The inspector observed children and practitioners to make judgments on the quality of teaching and learning.
- The inspector looked at documentation provided by the manager to support the judgments.

## Inspector

Carolyn Hasler

## Full Report

### Information about the setting

Aristo-Tots Day Nursery is one of two nurseries run by a private company. It was registered in September 2003. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is located in

Stantonbury Fields, Milton Keynes, Buckinghamshire in two purpose-built buildings on the same site. Both buildings have easy access to secure outdoor play space. Ramps ensure easy access for those with additional mobility needs. Excluding bank holidays, the provision operates for 51 weeks of the year and opens each weekday from 7.30am to 6.30pm. The provision supports children with special educational needs and/or disabilities. There are currently 92 children aged from three months to under five years on roll who attend a variety of different sessions. The nursery provides free early education for children aged three and four years. The nursery employs 22 staff, 19 of which hold appropriate early years qualifications.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve educational programs by planning experiences and opportunities to strengthen and deepen children's current learning, using current child development publications to assist.

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

- encourage children's desire to help and begin to be independent by ensuring there is time for them to complete a task
- encourage children to give meaning to marks as they draw and paint by including opportunities to write during everyday activities.

### **Inspection judgements**

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

There are good examples of practitioners using open-ended questioning and providing opportunities for children to think critically and respond. In addition, there are examples of intonation used while reading stories, which sustains children's interest and encourages their participation. The free-flow learning environment and the easy access to resources encourages child-led learning. However, the educational programs are inconsistently delivered to children and this impacts on the quality of teaching and learning within the nursery. For example, practitioners do not consistently deliver well planned adult-directed activities which have clear objectives. In addition, there is limited planning for the different abilities and skills to meet all children's learning needs.

Practitioners have sound expectations of children. There is a developing knowledge of the new framework and how to use the tools provided to support and plan for children's needs. Observations are successfully linked to the different areas of learning, their aspects and age bands. However, planning for the next steps in learning is limited where practitioners lack the confidence to use various publications as tools to assist them. Overall, practitioners support the development of language. Helpful language to support successful play and care needs enables babies and toddlers develop basic tools to communicate. Older children are confident speakers, they engage in conversations with other children and practitioners. However, practitioners do not always plan well to extend language and this can limit children's vocabulary.

The key person system works well. Communication between parents and their key person successfully ensures children receive the care they need. A parent reported that her child is involved in all activities because the key person takes account of special considerations and plans for these in advance. Parents confirm learning is shared; they are encouraged to support children's progress through topic work and themes at home. They receive daily information from key people, which helps them plan their evenings around their children's needs. In addition, regular access to learning journeys and parent's events helps them to understand their children's development.

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

Children are really well settled into the setting. Prior visits to the nursery give parents and children the opportunity of getting to know practitioners and build strong relationships. Practitioners are welcoming and friendly towards children. They ensure children are comforted and receive suitable support during stressful routines such as lunch times or nap times. The settling in procedure is successfully repeated each time a child moves from room to room within the nursery. There is a strong focus on working with parents to ensure that children feel secure. Developmental information is shared to enable practitioners to quickly establish starting points. Visits from school teachers and transfer reports again help practitioners and children prepare for change.

All the children show a good understanding of how to behave. Group times include time to consolidate children's understanding of the golden rules, which children confidently speak about. They show good manners towards each other by remembering to say please and thank you. They understand it is important to listen to each other. There is good sharing and turn taking. The golden rules help children learn about keeping themselves and others safe. This is reinforced through helpful reminders. The nursery is attended by children from a range of different cultures and those who have different faiths or lifestyles. Learning resources and topic work help children learn about other people and their communities. On occasion parents help children learn about other cultures. Children enjoyed the activities based around the Olympic games and other national or community events which take their interest.

All children have planned or free-flow time to play and learn in outside spaces. They have opportunities to experience weather and explore nature. Learning resources are

interchangeable between inside and outside spaces. Children have opportunities to play quietly or be exuberant depending on their choice making. Children are encouraged to be physically active both inside and out. They practice balancing skills on tyres, use peddles on tricycles, turning corners, peddling backwards and forwards with confidence. Children kick and throw balls, some use bats, their skills relative to their ages and abilities. Additional services, such as dance or exercise classes are offered. Children within the two to three years age range are fully independent in the bathroom areas. They are able to manage clothing successfully and understand why it is important to wash hands. All children are included in hygiene routines, learning to brush teeth and wash hands. However, at times routine's take precedence over children learning self-care skills and therefore there are missed opportunities for children to have a go and practice skills for themselves. The nursery prides itself on offering healthy nutritious menus to children. The cook provides a recipe box for parents and a white board is available for parents to make suggestions. Snacks and drinks are available throughout the day and choices are healthy. In addition, children can choose fruit from the fruit bowl to snack on during their journey home. Those who have dietary needs are catered for with care and attention to detail so they feel included wherever possible. Healthy meals and snacks help children to form good habits in eating healthily.

The free-flow access to resources provides children with plenty of opportunities for choice making and child-led learning. Play and learning resources and equipment are varied and imaginative; they cover each area of learning well. Practitioners are strategically placed to support children's exploration. The walls of the environment are richly covered in children's work, posters, labels and signs. However, the lack of attention to detail sometimes shown by practitioners means that they do not always encourage children to do things for themselves. An example of this is staff writing children's name on their work without first encouraging children to give meaning to their own marks.

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

Overall, there is a good understanding of safeguarding and welfare procedures. Practitioners, show awareness of what to look out for and how to respond to a child protection concern. They have a secure knowledge of the whistle blowing process and the policy of using mobile phones and camera's in the nursery. The security of the premises is well managed and there is a finger print entry system. Any visitors are required to state their business and sign in. The perimeters of the nursery are secure. Risk assessments are ongoing and regularly analysed which helps to minimise risk to children in the future. The recruitment process is robust, the manager ensures all those who work with children have been appropriately vetted. Policies and procedures are shared with staff and parents and set out how the nursery is managed. Systems to record and keep documents are well organised. Data is kept securely and the management team is aware of their responsibilities to keep Ofsted appropriately informed of significant events.

The management team has an adequate overview of how the curriculum is delivered. Overall, educational programs cover a range of activities across the different areas of

learning. However, teaching practice is variable between different practitioners and lacks sufficient differentiation between children to help them make the best progress.

The management team show developing skills in monitoring and coaching practitioners to increase skill levels. Training and professional development are appropriately encouraged. Supervision and appraisals are beginning to support change. However, a system to monitor practice is not yet fully implemented and therefore under performance of staff is sometimes missed. The self-evaluation takes account of the views of both the parents and practitioners. The management team are self challenging and analytical of the service they deliver. Identified issues are addressed through action plans. For example, the nursery have recently successfully extended their free-flow learning system throughout the nursery. They continue to develop their educational programs to take account of changes. In addition they have also addressed the safety of children within the car park area by introducing a taxi point. The team continuously strive for improvement.

Links with parents are strong, parents feel fully informed and enjoy the additional events planned to help them feel included in nursery life. They contribute well toward the nurseries fund raising community events. Managers and practitioners work well with outside agencies, engaging services to improve the standards of care and education. Where appropriate, and with parental consent, they share information on individual children to promote health and well-being. This ensures that appropriate interventions take place.

### 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

<b>Unique reference number</b>	EY270136
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	888220
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	99
<b>Number of children on roll</b>	92
<b>Name of provider</b>	Aristo-Tots Private Nursery School LTD
<b>Date of previous inspection</b>	02/08/2011
<b>Telephone number</b>	01908 311800

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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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