

Milton Keynes Preparatory School

Milton Keynes Preparatory School, Tattenhoe Lane, MILTON KEYNES, MK3 7EG

Inspection date

14/02/2013

Previous inspection date

23/02/2006

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Staff have extremely high expectations for what children can do. They share affectionate and caring relationships with them that increase children's enthusiasm for learning.
- Staff promote children's language and communication by highly effective interactions such as, singing engaging songs and modelling conversation.
- Staff take time to get to know the children they care for. They understand children's individual needs and interests and as a result, care is highly effective in making babies and young children feel content.
- The excellent range of enriching activities that children experience supports their readiness for school.
- The highly dynamic leadership of the nursery means that staff have clear objectives and work extremely well as a team. This leads to low staff turnover and therefore a stable and consistent team who care for children.

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.

Inspection activities

- The inspector held meetings with the Head Teacher and senior staff.
- The inspector observed staff engaged with children during play and learning activities.
- The inspector read through children's development records to monitor their progress.
- Parent's views about the nursery were sought through discussion.
- Required documentation and the nursery's self-evaluation was taken into account.

Inspector

Hayley Marshall

Full Report

Information about the setting

The nursery unit at Milton Keynes Preparatory School has been operating since 1975, and has been registered by Ofsted on the Early Years Register since 2004. It is one of three independent schools owned and managed by the Pauley Group Ltd. It is sited in a purpose built building in Bletchley, Milton Keynes. It comprises of a nursery for children under two years of age. There are three other rooms for the use of two to three- year-olds, within the school building which caters for children aged two-and-a-half years to 11 years. The nursery, which is on the ground floor, consists of six areas plus toilet/changing rooms and

has its own fully enclosed outdoor play area. The nursery is open from 7.30am to 6.30pm Monday to Friday for 46 weeks of the year. There are currently 70 children on roll. Children aged three and four years are funded for free early education. The nursery supports a number of children who learn English as an additional language. There are 21 members of staff caring for the children. All of whom have a recognised childcare qualification. One member of staff has Qualified Teacher Status, 13 have level 3 and three have a level 2 qualification.

What the setting needs to do to improve further

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

- involve young children in snack time to help support their independence further, particularly when clearing away after snack and lunch time.

Inspection judgements

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

Staff provide a highly stimulating and inspiring environment where young children play and learn. Activities are extremely creative and engaging. For example, children play with household items and natural resources that spark their intrigue. Young babies explore items that might be found in the bathroom such as loofahs, sponges and brushes. They delight in the sensation of these on their skin and carry them as they move around the room. Staff stimulate children's sensory development further, by providing activities such as painting using toothpaste and toothbrushes. Children have ample opportunities to test ideas. They experience challenge and anticipation as they explore feely boxes. All staff have an excellent understanding about how children learn and have high expectations for all children. Consequently, they understand when they need to stand back and allow children to have space, or intervene to forward their learning. Children's motivation and eagerness to join in, helps to prepare them superbly for their future learning and eventual entry into school.

Staff support children's communication and language skills by using songs and rhymes to promote talking. This interaction is highly effective, as those children who learn English as an additional language make significant progress in their development of language. Staff working with young babies listen to the noises that children make as they attempt early language. Staff wait and then respond, helping babies to understand the rules of conversation. Staff are very proactive in sharing children's learning experiences with parents. Parents discuss their children's achievements with staff and the two-way flow of

information helps children to experience continuity, as parents can further their learning at home.

Children use a range of tools and equipment that helps to support the development of small muscles in their hands. They practise their early writing skills in a wide variety of ways such as through making marks in foam and ice. Children develop their larger muscles in outdoor activities such as sliding, climbing and balancing.

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

Staff are highly skilled in developing relationships with the children they care for. They have a depth of knowledge of children's individual needs and use this to provide extremely effective care for them. As a result, children are very close to those who care for them. Staff demonstrate genuine care, they are affectionate and sensitive in their interactions. For example, when children tire, staff softly stroke their faces and hair. Staff maintain eye contact during feeding and spend individual time settling young children. These solid relationships support children's sense of security and self-esteem. They are confident to explore the new and exciting activities on offer and return to familiar staff for reassurance. Staff intuitively know children's needs and anticipate their changing moods. This means that children are settled and calm.

Excellent team working and planning helps children to experience seamless transitions as they move between nursery rooms when they grow. Children equally move confidently between home and nursery because staff gather information about children's home life. When they arrive in the morning, staff ask about how well they have slept and whether they have eaten breakfast. Staff then apply a flexible approach to children's routines and allow them to dictate when they need to sleep and eat. This is important because it helps children to feel comfortable enough to learn and play.

The nursery provides a very well-balanced menu that meets all children's individual requirements. Snack and lunch time is a sociable occasion where children eat and drink together. Staff use highly effective methods to maintain hygiene that are easily understood by staff. Children understand that the adults who care for them use cloths to clean tables, and take great pleasure in doing this for themselves. This helps some children to have a sense of responsibility in looking after their environment. However, at times younger children spend periods of time waiting as adults clean away after snack time. This means children do not have further opportunities to develop their independence by helping clear away. Children enjoy exercise as part of their daily routine and understand this will help to keep them healthy.

Children play together extremely well and demonstrate excellent behaviour. This is because staff guide their interactions, encouraging sharing and empathy for others. The secure boundaries staff set, mean that children know what is expected of them, for example, to walk when indoors. This also helps them to have an awareness of safety and they begin to take responsibility for themselves. Children are affectionate and fond of each other. When children leave to go home, their peers wave and say goodbye. This helps to

create community where all staff and children share mutual respect and concern. In turn, children show high levels of self-esteem and confidence.

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

The inspirational leadership of the head teacher creates a staff team who fully understand their responsibilities. All staff are highly committed to maintaining a safe environment for children. Staff know the signs and symptoms that might lead them to be concerned about children's well-being. Induction of new staff ensures that they know how to work in line with policies and procedures and rigorous checks confirm the suitability of those who work with children. The environment where children play is safe because staff are vigilant in checking for hazards. Staff observe safe and legal levels of adult to children ratios at all times. This ensures that there are always enough adults present to safely care for children and that their needs are always met.

The nursery has a low turnover of staff because they are extremely happy in their work. Staff work as a highly effective team because monitoring and supervision of their work is fully embedded. The management team convey their exceptionally high standards and expectations to all staff who share their drive and ambition. Swift action deals with any underperformance of staff and further contributes to the uncompromising standards employed by the nursery. This drive to maintain the highest standards at all times directly impacts upon the quality of care children receive. Thorough and rigorous self-evaluation means that the nursery know their strengths. When weaknesses are apparent, decisive action is taken to address these. Staff undertake continual professional development. They recognise the value of progressing forward in their knowledge and skills and develop inspiring in-house training to further support children's learning and development. The nursery works with multi-agencies if the need arises. As a consequence, all staff display outstanding knowledge of how to plan, assess and monitor children's development in all areas of learning.

Staff undertake regular assessments of what children can do and work with parents to further build upon their achievements. Staff view parents as partners in their children's care and value their views. Communication methods help to engage all parents and allow them opportunities to contribute. Parents express their satisfaction and absolute confidence in the abilities of those who care for children.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are
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		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	EY284818
Local authority	Milton Keynes
Inspection number	903382
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 3
Total number of places	148
Number of children on roll	70
Name of provider	Milton Keynes Preparatory Schools Limited

Date of previous inspection	23/02/2006
Telephone number	01908 642111

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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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